

Public Document Pack



CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

Mrs Annwen Morgan
Prif Weithredwr – Chief Executive
CYNGOR SIR YNYS MÔN
ISLE OF ANGLESEY COUNTY COUNCIL
Swyddfeydd y Cyngor - Council Offices
LLANGFNI
Ynys Môn - Anglesey
LL77 7TW

Ffôn / tel (01248) 752500
Ffacs / fax (01248) 750839

RHYBUDD O GYFARFOD	NOTICE OF MEETING
CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL (CYSAG)	STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)
DYDD MAWRTH, 25 CHWEFROR 2020 AM 2.00 O'R GLOCH	TUESDAY, 25 FEBRUARY 2020 AT 2.00 PM
YSTAFELL BWYLLGOR 1 SWYDDFEYDD Y CYNGOR LLANGFNI	COMMITTEE ROOM 1 COUNCIL OFFICES LLANGFNI
Swyddog Pwyllgor	Shirley Cooke 01248 752514 Committee Officer

AELODAU/MEMBERS

Cynghorwyr / Councillors:

Glyn Haynes, Aled Morris Jones, Gwilym O Jones, Alun Mummery, Dylan Rees,
Alun Roberts

Yr Enwadau Crefyddol / Religious Denominations

Anest Frazer (Yr Eglwys yng Nghymru/The Church in Wales), Christopher Thomas (Yr Eglwys Babyddol/The Catholic Church), Sedd Wag/Vacant Seat (Yr Eglwys Fethodistaidd/The Methodist Church), Mrs Catherine Jones (Undeb y Bedyddwyr/The Baptist Union of Wales), Parch/Rev Jim Clarke (Undeb yr Annibynnwyr Cymraeg/Union of Welsh Independents), Sedd Wag/Vacant Seat (Yr Eglwys Bresbyteriaid/Presbyterian Church of Wales), Gerald Hewitson (Crynwyr Môn/Anglesey Quakers)

Athrawon/Teachers

Amanda Earnshaw (Ysgol Cybi), Mefys Edwards (Ysgol Syr Thomas Jones),
Manon Morris Williams (Ysgol Santes Dwynwen), Heledd Hearn (Ysgol Uwchradd Bodedern)

Aelod Cyfetholedig/Co-Opted Member

Mr Rheinallt Thomas

AGENDA

1 DECLARATION OF INTEREST

To receive any declaration of interest from a Member or Officer in respect of any item of business.

2 MINUTES - 15 OCTOBER 2019 (Pages 1 - 6)

- To submit for confirmation, the draft minutes of the previous meeting of the SACRE held on 15 October 2019.
- To discuss any matters arising from the minutes.

3 ANGLESEY SACRE'S ANNUAL REPORT FOR 2018/19 (Pages 7 - 32)

To consider the Anglesey SACRE's Annual Report for 2018/19 for adoption.

4 SCHOOL SACRE EXECUTIVE PANEL - TERMS OF REFERENCE AND ACTION PLAN 2020/22 (Pages 33 - 34)

- To present the School SACRE Executive Panel's Terms of Reference.
- To receive an update on the SACRE's Action Plan 2020/22.

5 RELIGIOUS EDUCATION STANDARDS (Pages 35 - 58)

To present Estyn inspection reports undertaken at the following schools:-

- Ysgol Goronwy Owen, Benllech
- Ysgol Rhyd y Llan, Llanfaethlu

6 SCHOOLS SELF-EVALUATION REPORTS (Pages 59 - 66)

To present RE self-evaluation reports by the following schools:-

- Ysgol y Fali
- Ysgol Rhoscolyn

7 THE NEW CURRICULUM FOR WALES 2022

To receive an update by the RE Advisor on the New Curriculum for Wales 2022 and the Humanities Area of Learning and Experience.

8 WALES ASSOCIATION OF SACRES (WASACRE) (Pages 67 - 94)

- To present for information, the draft minutes of the previous WASACRE meeting held on 21 November 2019 in Aberaeron, Ceredigion.
- To consider nominations to the Executive Committee.
- To present the WASACRE's Executive Committee's response to a consultation on ensuring access to the full Curriculum.
- To present correspondence from the Chair of WASACRE in relation to:-

- Religious Education at Key Stage 4;
- Religious Education Framework 2022.

9 **CORRESPONDENCE**

The Chair to report on any correspondence received.

10 **NEXT MEETING**

The SACRE's next meeting is scheduled for 23 June 2020 at 2.00 pm.

This page is intentionally left blank

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
(SACRE)**

Minutes of the meeting held on 15 October 2019

PRESENT: Councillor Dylan Rees (Chair)

The Education Authority

Councillors Gwilym O Jones, Alun W Mummery,
Alun Roberts

The Religious Denominations

Rev Jim Clarke (Union of Welsh Independents)
Mrs Anest Frazer (The Church in Wales)
Mr Gerald Hewitson (The Quakers)
Mrs Catherine Jones (The Baptist Union of Wales)
Mr Christopher Thomas (The Roman Catholic Church)

Teacher Representatives

Mrs Amanda Earnshaw (Ysgol Cybi)
Mrs Heledd Hearn (Ysgol Uwchradd Bodedern)

IN ATTENDANCE: Mrs Helen Bebb (Ysgol Uwchradd Porthaethwy) (RE
Advisor)
Mrs Gwyneth M Hughes (Senior Well-being Manager,
Education) (Clerk to the SACRE)
Mrs Margaret Peters (Schools Business Support Project
Officer)
Mrs Shirley Cooke (Committee Officer)

APOLOGIES: Councillor Glyn Haynes
Mrs Mefys Jones-Edwards (Ysgol Syr Thomas
Jones, Amlwch)
Mrs Manon Morris Williams (Ysgol Santes
Dwynwen)
Mr Rheinallt Thomas (Co-opted Member – Sunday
Schools' Council)

The Chair welcomed all those present, and extended a particular welcome to Rev Jim Clarke and Mrs Margaret Peters from the Education Department to their first meeting of the SACRE. Rev Clarke has been appointed as a representative of the Union of Welsh Independents to the SACRE, and Mrs Peters will be shadowing the Clerk to the SACRE.

1. DECLARATION OF INTEREST

None received.

2. MINUTES

The minutes of the previous meeting of the SACRE held on 9 July 2019 were presented and confirmed as correct.

Matters arising from the minutes:-

- It was confirmed that the SACRE members have agreed to include members from other religious denominations on the Committee.
- With reference to the SACRE's two vacant seats, the Chair reported that he would pursue the matter of the vacancy for an elected Member of the Council. Rev Jim Clarke has offered to raise the issue of the vacant seat for a representative from the Presbyterian Church with the Church.
- It was confirmed that the Clerk to the SACRE has targeted one catchment area in relation to requesting schools' self-evaluation reports.
- It was noted that the SACRE's response to the questionnaire on the Draft Curriculum for Wales 2022 has been forwarded to Welsh Government.
- The Chair and Clerk to the SACRE provided feedback from the WASACRE meeting they attended in Conwy on 28 June 2019. It was noted that WASACRE has been lobbying the Minister for Education to invest money to fund consultants to provide specialist advice and guidance to SACREs across Wales in relation to the new curriculum. Discussion also focused on the work involved in preparing the Supporting Framework for RE to accompany the new curriculum.
- The Chair confirmed that he will be visiting Ysgol Talwrn next week to observe Collective Worship at the school. He urged the SACRE members to arrange visits to local schools in their areas; to observe Collective Worship sessions, view pupils' workbooks, speak to the children, then report back to the SACRE on their findings.

The SACRE discussed the option of adopting a more structured, formal approach to record school visits, and provide feedback for monitoring purposes. It was suggested that the template prepared previously by Miss Bethan James to record Collective Worship be reviewed and updated to record school visits.

- The RE Advisor shared copies of last year's Welsh and English RE GCSE and A Level Philosophy and Ethics examination papers to familiarise the SACRE with the Agreed Syllabus.

At the previous meeting of the SACRE, the RE teacher representatives had expressed concern that the delivery of the RE syllabus had become more challenging, due to a shortage of Welsh resources and the onerous workload of RE teachers compared to other subjects. It was noted that the local press had recently reported on the lack of Welsh teaching resources, which had been highlighted by the Gwynedd SACRE.

Concerns were raised regarding the provision of RE resources and its long term impact on schools, the disparity between examination papers, and the volume of work in the RE syllabus compared to other subjects eg History and Geography. The SACRE felt strongly that the above issues should be raised with WJEC and the WASACRE. The SACRE agreed that the above issues be raised by Mr Rheinallt Thomas at the WASACRE's next meeting.

The SACRE expressed concern at the lack of teachers who are currently being trained to teach Humanities as a subject, which will have negative impact on RE in the future.

The Clerk to the SACRE reported that Miss Bethan James, the SACRE's former advisor, has suggested that a teacher representative from a non-church primary school be appointed to the SACRE to strengthen the relationship between the SACRE and schools.

RESOLVED:-

- **That the Chair raises the issue of a vacant seat on the SACRE for an elected Member with the Head of Democratic Services.**
- **That Rev Jim Clarke contacts the Presbyterian Church to request that the Church nominates a representative to join the SACRE.**
- **That members continue to undertake visits to local schools to observe Collective Worship, and to use the template previously prepared by Miss Bethan James.**
- **That the Clerk, on behalf of the SACRE, writes to the WJEC to express concerns regarding the disparity between examination papers and the volume of work in the RE syllabus compared to other subjects.**
- **That the issue of disparity between RE GCSE and A Levels compared with other subjects be raised by Mr Rheinallt Thomas at WASACRE's next meeting.**
- **That the Clerk and teacher representatives discuss the content of the letter to the WJEC regarding the RE syllabus and teachers' heavy workload.**
- **The Clerk to look into the possibility of including a non-church teacher representative from the primary sector on the SACRE.**

3. REPRESENTATION BY RELIGIOUS DENOMINATIONS ON THE SACRE

The SACRE discussed and agreed to accept the Quakers as a religious denomination on the SACRE.

Mr Gerald Hewitson, a member of the Anglesey Quakers was nominated and appointed as a members of the SACRE, and was formally welcomed by the Chair.

RESOLVED to note the information presented.

4. ANGLESEY SACRE'S ACTION PLAN FOR 2019/22

The Chair reported that the SACRE's Action Plan 2019/22 was adopted at the SACRE's last meeting, and will be reviewed on a regular basis.

Discussion focused on adapting the way the SACRE works, and introducing a level of expertise to the SACRE. The Clerk to the SACRE reported that she will be taking over the role of RE Advisor from Mrs Helen Bebb, and will prepare the Action Plan in future, and represent the SACRE in meetings.

It is hoped to convene additional informal meetings between the Clerk and teachers from the secondary sector to share their subject expertise and good practice in RE, which the Clerk will deliver to the SACRE. The SACRE's members will then have an opportunity to convey good practice to their catchment areas across the primary sector, ensuring that the SACRE's voice reaches all schools, and children have continuity in their learning.

The SACRE agreed that the above proposal was an excellent and exciting way forward, both to promote SACRE's profile and raise the image of RE in schools. It was noted that new channels of communication would be opened up, and bridge the gap between the primary and secondary sector.

RESOLVED:-

- **To accept the information presented in the Action Plan 2019/22.**
- **To identify good practice in the secondary sector and facilitate the dissemination of good practice for the benefit of schools and teachers, and continue to raise the SACRE's profile.**

5. ANGLESEY SACRE'S ANNUAL REPORT FOR 2018/19

The Clerk to the SACRE reported that she will be preparing the SACRE's Annual Report for 2018/19, which will contain detailed information on GCSE and A Level examination results. It was noted that the Annual Report will be presented in draft format, either this term, or at the SACRE's next meeting.

RESOLVED to note the information presented.

6. SCHOOLS' SELF-EVALUATION REPORTS

Schools' self-evaluation reports were presented by Ysgol Gynradd Bodedern, Ysgol Gymuned Llannerch-y-medd and Ysgol Gymraeg Morswyn.

It was noted that Bodedern school's self-evaluation report highlighted good practice by demonstrating opportunities the pupils had to speak, ask questions and express their opinions effectively in the Foundation Phase. Reference was made to pupils in Key Stage 2 successfully using their literacy skills to research information and complete written tasks.

It is evident that the self-evaluation report by Ysgol Gymuned Llannerch-y-Medd is very honest, as the Headteacher states that standards are satisfactory in the school. The pupils have a good RE background; the work is planned in advance; timetabled robustly on a weekly basis; and is listed as a priority in the Development Plan. The SACRE felt that examples of the pupils' work in the classroom was excellent.

The Ysgol Morswyn self-evaluation report states that the Governing body has monitored RE in the school, and should be praised. It was noted that good progress had been made in different areas, and pupils' understanding of religious artefacts is good. The report referred to keeping pupils safe from radicalisation. The SACRE felt that this approach is good, but showed concern

that only Christianity is discussed in the morning service, therefore other religions need to be introduced.

RESOLVED to note the RE schools' self-evaluation reports presented.

7. RELIGIOUS EDUCATION STANDARDS

Estyn inspection reports undertaken at Ysgol Gynradd Bodedern, Ysgol Gymuned Llannerch-y-medd and Ysgol Gymraeg Morswyn were presented for the SACRE's consideration.

The Clerk to the SACRE reported that no concerns have been raised by Estyn in the above schools.

It was noted that RE standards in Ysgol Gynradd Bodedern are being praised in the Estyn report. The report states that pupils are well behaved, courteous, show respect, care and concern towards others, and gain beneficial experiences and spiritual development at the school to become good citizens.

The Estyn report for Ysgol Gymuned Llannerch-y-medd states that the school's current performance is good. It was noted that most pupils make good progress in their writing skills in the Foundation Phase. The pupils also show respect and care for others.

Ysgol Gymraeg Morswyn's Estyn report states that the school's current performance is good. Pupils make sound progress in their learning and achieve well at the school. It was noted that the schools has a family atmosphere happy community for pupils and staff.

RESOLVED to note information from the Estyn inspection reports presented.

8. WALES ASSOCIATION OF SACRES (WASACRE)

The draft minutes of the previous meeting of the WASACRE held on 28 June 2019, were presented for information.

The Chair reported that the WASACRE has lobbied Welsh Government to provide professional support to SACRES across Wales. Reference was also made to the Supporting Framework for RE, which is now being finalised.

The SACRE highlighted the presentation given by Sally Holland, the Children's Commissioner for Wales, which referred to the 'rights' of children. The SACRE felt that children educated at home could be disadvantaged in their social skills development, and that changes need to be implemented by Welsh Government to address this, as current monitoring and intervention measures are inadequate.

It was noted that the WASACRE's next meeting will be held in Aberaeron on 21 November 2019.

RESOLVED to note the information presented in the WASACRE minutes.

9. CORRESPONDENCE

The SACRE discussed a Welsh Government Consultation document on the right to withdraw from Religious Education and Relationships and Sex Education, and change the name of RE.

Discussion focused on whether RE and RSE should be linked together in one questionnaire, and how the SACRE should respond. The SACRE's consensus was not to respond as the Anglesey SACRE, as its members had different opinions on RSE. However, the SACRE agreed unanimously that RE lessons should be mandatory.

Mrs Anest Frazer reported that the Church in Wales believes that the more information you can give children and involve them in the decision making process, the greater the opportunity the children will have to respond themselves to decisions that affect them, rather than have their parents deciding for them.

Mr Gerald Hewitson invited the SACRE to attend a Fairness Commission for Anglesey Conference at Llangefni Town Hall on 21 October 2019 between 9.30am - 2.30pm.

RESOLVED that the teacher representatives respond jointly to the questionnaire by the 28 November 2019 deadline in relation to the RE remit, and, that the SACRE members respond individually, if they desire.

10. NEXT MEETING

It was noted that the next meeting of the SACRE is scheduled for Tuesday, 18 February 2020 at 2.00pm.

The meeting concluded at 3.40pm

**COUNCILLOR DYLAN REES
CHAIR**

**Standing Advisory Council for
Religious Education**

**ANGLESEY
ANNUAL REPORT
September 2018 - August 2019**

Director of Lifelong Learning
Arwyn Williams April 2018 / August 2019

CONTENT

SECTION 1: INTRODUCTION

1.1 Introduction by SACRE Chairman: Councillor Dylan Rees

SECTION 2: ADVICE TO ANGLESEY'S EDUCATION AUTHORITY

2.1 SACRE's function in relation to Religious Education

2.2 The Agreed Syllabus

2.3 How good are standards?

2.4 The response of the Local Education Authority

2.5 Religious Education and the Welsh Government

2.6 Religious Education and ESTYN

2.7 SACRE's function in relation to Collective Worship

SECTION 3: ANNEXES

3.1 General information about the composition of SACRE

3.2 Membership of Anglesey SACRE 2017-18

3.3 SACRE meetings held during the reporting period

3.4 A list of organisations to which the SACRE report was sent

3.5 Anglesey SACRE's template for schools' self-evaluation of religious education standards

3.6 Guidance for analysing external examination

3.7 Anglesey SACRE's Action Plan 2017-19

**SECTION 1:
CRYNODEB GWEITHREDOL**

SACRE's function in relation to Religious Education

A clear outline of SACRE's function is given in the Welsh Office Circular 10/94

SACRE advises the LEA on matters relating to the provision of Religious Education and Collective Worship, and is responsible for the establishment of an ad hoc body, the Agreed Syllabus Conference, to produce or consider amendments to the Agreed Syllabus for Religious Education.

1.1 Chairman's summary

CHAIRMAN'S SUMMARY

It is once again a privilege, as Chair of the Ynys Mon SACRE, to present the 2018/19 Annual Report. Sadly, I must begin this year's report by lamenting the loss of one of our key members – the Rev. Euros Wyn Jones who died suddenly at home in December 2018. Euros had been a very enthusiastic and effective member of the Ynys Mon SACRE for many years. He leaves behind a valuable legacy having made significant contributions within Welsh Christian circles on so many different fronts as Minister, Preacher, Lecturer, Editor and Author. Truly a sad loss not just on Ynys Mon but throughout Wales and beyond.

I am pleased to report that this year's GCSE religious studies results for Ynys Mon students were again positive with 74% of students having achieved grades A-C . The success rate for level A students was similar albeit that fewer students undertook the course this year. Full details of the examination results are contained within the body of the report.

As is customary there are a number of recommendations contained within the Report. All these recommendations will subsequently be included within a new Action Plan so that we can monitor and review progress.

At a national level there continues to be much focus upon the new curriculum and how religious education will be delivered as part of the new Humanities syllabus in 2022. Ynys Mon SACRE welcomes the fact that religious education will be a statutory requirement for all learners from 3 to 16 and that parents will not be able to withdraw their children from these lessons. However, there is much work to be done to prepare the new syllabus and at the time of writing consultation is about to take place on the supporting framework. It is vitally important that SACRE's receive the support and expertise that is needed to guide them through these seismic changes and WASACRE has lobbied the Welsh Government to make such resources available.

I wish to again offer my sincere gratitude to my fellow Committee members for their support throughout the year. In particular I would like to thank Mrs Gwyneth Hughes (SACRE Clerk) and Mrs Helen Bebb (Religious Education Co-ordinator) for the assistance they have provided together with the vital support of Mrs Shirley Jones, our Committee Officer.

Finally, I leave you with a quote by Albert Einstein:

“There are only two ways to **live your life**. One is as though nothing is a **miracle**. The other is as though everything is a **miracle**.”

Councillor Dylan Rees
Chair of Ynys Mon SACRE

Dylan Rees
Chairman, 2017-18

SECTION 2: ADVICE TO ANGLESEY'S EDUCATION AUTHORITY

2.1 SACRE's function in relation to Religious Education

SACRE's function is outlined in the Welsh Office Circular 10/94.

SACRE advises the Education Authority on matters relating to the provision of Religious Education and Collective Worship, and is responsible for the establishment of an ad hoc assembly, the Agreed Syllabus Conference, to produce or consider amendments to the Agreed Syllabus for Religious Education.

2.2 The Agreed Syllabus

Gwynedd and Anglesey SACREs have adopted the 'National Exemplar Framework for Religious Education for 3 to 19 year old learners' as the Locally Agreed Syllabus for Gwynedd and Anglesey (2008).

A SACRE's main function is '*...to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit.*' (Education Reform Act 1988 s.11 (1) (a)).

2.3 How good are standards?

Anglesey SACRE monitors religious education and collective worship by:

- receiving a summary of a school's self-evaluation report in response to the key questions of ESTYN's Inspection Framework;
- analysing the Local Authority's teacher assessments and external secondary examination results;
- reviewing ESTYN inspection reports to identify good practice and to further support any references to 'religious education' or 'collective worship';
- inviting teachers and headteachers to share their good practice with members in the termly meetings;
- visiting schools, through invitation, to attend a collective worship session;
- encourage collaboration between schools to identify and support good practice.

3 members of the SACRE committee attended a workshop on 18 September in Llandudno to receive an update on Curriculum for Wales. It was acknowledged that the next months will be a challenging period for teachers since some uncertainty remains in regards to the new expectations and requirements of the curriculum.

2.3.1 Schools' self-evaluation reports

In the **Anglesey SACRE** meeting on 14 February 2011. it was decided that SACRE would fulfil its statutory responsibilities by inviting schools to share their self-evaluation of Religious Education, collective worship and pupils' spiritual and moral development with the members. Anglesey SACRE, Anglesey headteachers and members of the National Advisory Panel for Religious Education (NAPfRE) have approved templates which were drafted in response to the ESTYN Inspection Framework. The SACRE clerk, who is an Education Officer for Anglesey Council, is responsible for distributing and collating the self-evaluation reports.

8 reports were received during 2018-19, i.e. 17% of Anglesey's schools.

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of reports	6/53	8/53	12/53	11/53	3/47	8/46
% of Anglesey schools	11%	15%	22%	21%	4%	17%

In the meeting in October 2018, the clerk presented new Self-evaluation guidelines to the panel which will be available to each primary school. The new templates offer useful guidance to schools on how to present various evidence and on how to come to a quantitative judgement by following Estyn's judgement terminology. The new templates include the 5 key questions of Estyn's judgement. During the year, Self-evaluations were received from schools who offered standard narrative and judgements, picture samples and short examples of pupils' work. This has encouraged the Committee's work to be more effective in identifying the quality of pupils' work at our primary schools in the subject of Religious Education and to construct a judgement of performance.

A List of Primary Schools who presented a SE over the year

The Anglesey SACRE Committee is very pleased with the quality of Anglesey schools' Religious Education Self-Evaluations and appreciates the honesty of judgements. Each report was comprehensive, and most of the judgements are good and a minority adequate. It is worth noting that the schools' Self-evaluations match the Estyn inspection judgements.

Ysgol Gymuned Rhosybol
 Ysgol Llanfairpwll
 Ysgol Parc y Bont
 Ysgol y Fali
 Ysgol y Talwrn
 Ysgol Gymuned Pentraeth
 Ysgol Gymuned Amlwch

A List of Secondary Schools who presented a SE over the year

Ysgol Uwchradd Syr Thomas Jones Amlwch.

Mrs Mefys Jones Edwards presented a spoken report on the Humanities Faculty's evaluation:-

Key Question 1: Standards

- KS4 and KS5 results are very good, with nearly all pupils gaining a qualification in the subject;
- KS3 results are adequate to good, since they vary amongst different groups;
- Standards in relation to boys need to improve since boys are currently underachieving across the island;
- KS5 standards must improve in the Philosophy Unit;
- Literacy is very good, due to the planning work that has occurred to improve literacy and written skills;
- Numeracy and IT skills only need to be developed as required.

Key Question 2: Wellbeing and Attitudes to Learning

- Pupils' contribution in lessons is very good; they enjoy the subject;
- Teachers and children have a good relationship in RE lessons;

- The pupils' attitudes to learning must be developed more independently, and is one of the 12 areas in the new curriculum.

Teaching and Learning Experiences

- The RE provision in terms of lessons, books and speaking with learners is good;
- The pupils benefit from experiences through visits;
- The skills and knowledge of understanding Christianity and other beliefs are tailored well in the work plans.

Care, Support and Guidance

- Teachers question learners when they provide feedback to learners, where insightful responses are required, and this in due course will improve the standard of work in the classroom;
- The dialog between teachers and pupils has improved;
- Collective worship sessions are held daily in Ysgol Syr Thomas Jones Amlwch.

Action rising from the reports.

SACRE's Recommendations to the Anglesey Education Authority

- Maximise the work and purpose of SACRE for the new Head of Learning Service and Anglesey's schools
- Strengthen collaboration between catchment area schools to share good practice, and monitor and moderate quality
- SACRE members to visit Collective Worship sessions at schools.

2.3.2 Teacher assessments and external examination results in the secondary sector

During the year, concerns were raised by secondary teachers that the new GCSE and A Level Syllabus for Religious Education is very challenging and that a lack of resources such as Welsh lesson books creates additional challenges.

However, KS4 and KS5 results were briefly discussed in a recent meeting. A summary of data is given below.

KS4 [GCSE]

School	Number of pupils		A*-A [%]		A-C [%]	
YSTJA	25	[31]	12% A yn unig [32]		64	[84]
YUC	0	[11]		[9]		[64]
YGLI	14	[36]	21.4	[31]	92.9	[86]
YDH	33	[52]	33.4	[35]	72.7	[83]
YUB	22	[21]	28.6	[5]	76.2	[66]

- 94 registered of 5 Anglesey schools in 201-29, 57 fewer than in the previous year (last year, 151 were registered, which was an increase of 23 pupils since 2016-17).
- Results are good. An average of 74.2 pupils achieved A-C grades.
- On average, nearly 25% of pupils achieved an A*-A grade.

KS5 A Level

School	Number of pupils	A*-A%	A-C%	A-E%
YSTJA	13 [14]	15.4	69.2	100
YUC	1 [0]	0	100	100
YGLI	6 [10]	0	83.3	100
YDH	8 [13]	25	87.5	100
YUB	2 [5]	0	50	100

- In 2018-19, 30 pupils studied the subject up to A Level, which is a decrease of 12 pupils since last year.
- 2 pupils achieved A*. This is one more than last year.
- Results are good. 63% of pupils achieved A*-C.
- All pupils succeeded to achieve a grade.

The recommendations for 2016-17 continue to be a priority.

What are SACRE's recommendations to Anglesey Council?

- Develop the knowledge, understanding and managerial skills of co-ordinators and subject leaders so that they can lead improvements in their schools within;
- Ensuring that schools have access to guidance and good practice that would improve the outcomes of their pupils' religious education outcomes, the quality of religious education and reflect the principles and recommendations of 'Successful Future'.

2.3.3 ESTYN Inspection Reports

The Education Officer confirmed that there were no matters arising from the inspections held in Anglesey schools during the year.

Information was presented regarding the inspections of 9 primary schools during the year. The schools were inspected under the new ESTYN Inspection Framework.

School	Date	Care, support and guidance (2.3) <i>Is there a reference to spiritual, moral, social and cultural development?</i>	Learning experiences (2.1) <i>Is there a reference to Religious Education?</i>	Working with partnership (3.3) <i>Is there a reference to local religious communities?</i>
Bryngwran	April 2018	✓	✗	✗
Llanfair PG	June 2018	✓	✗	✗
Talwrn	October 2018	✓	✗	✗
Ysgol STJ Amlwch	October 2018	✓		
Ysgol	December	✓	✓	✗

Gynradd Amlwch	2018			
Ysgol Y Graig	January 2019	✓	✘	✘
Pentraeth	March 2018	✓	✓	✓
Tywyn	June 2019	✓	✓	✓
Rhyd y Llan	June 2019	✓	✘	✘

During the year, there was an opportunity to scan religious education references in the ESTYN inspections, but the reports note that:

- All primary schools inspected from April 2018 to August 2019 promote pupils' spiritual, moral and social development well or excellently.
- The secondary school appropriately promotes the pupils' spiritual, moral and social development.
- Schools are working very well to develop caring citizens who take the environment and fund raising for charities into account.
- Ysgol Tywyn and Ysgol Pentraeth were referred to in the report, i.e. schools who had established appropriate partnerships with local religious communities.

A concern was noted by Anglesey SACRE:

- That references to Religious Education and Collective Worship are very infrequent in Estyn reports therefore depreciate the subject in schools.

2.4 Response of the Local Authority

Mrs Helen Bebb, Ysgol Uwchradd David Hughes' Religious Education Coordinator alongside Mrs Gwyneth Môn Hughes, Senior Standards and Inclusion Officer for Anglesey County Council's Learning Service is ensuring that the guidance and recommendations of Anglesey SACRE are transferred to the headteachers of primary and secondary schools. This is a temporary appointment whilst the department goes through a period of re-structuring. An action plan has been constructed for the year.

Good practice was shared over the year by extending an invitation to school representatives to outline the religious education and collective worship experiences provided to their pupils:

- Gwenan Roberts (Headteacher of Rhosybol): A presentation on the school's work in relation to Religious Education provision. An overview was prepared of how the school plans to move forward with the new Curriculum whilst incorporating the four purposes within Religious Education. The pupil's voice was clear in the planning and the pupils' standard of achievement was very good.
- Mrs Mefys Edwards, Ysgol Syr Thomas Jones' Religious Education Coordinator supported that the pupils of Ysgol Rhosybol arrive in Yr 7 with a high level of understanding within the subject.
- There was pride amongst the SACRE that higher numbers of pupils had studied Religious Education in GCSE and A Level this year. However, with future challenging changes to the syllabus, concerns were raised that there would be a high probability of numbers falling.
- Confirmation was received that the Education Minister, Kirsty Williams has responded to concerns raised by the SACRE in regards to the GCSE and A Level curriculum being too heavy and that that there is a lack of Welsh resources.
- The Chair also reported that SACREs Wales had also received a response from Kirsty Williams, the Education Minister during the summer to the concerns raised regarding the lack of professional support to SACREs across Wales. It was noted in her response that Libby Jones and Paula Webber brought to her attention that resources must be invested in and proposed that finance should be invested in establishing regional advisers to provide essential support. Anglesey SACRE was

disappointed with this response as they felt as though not enough consideration was given to the SACREs statutory requirement to ensure quality in the subject.

- The SACRE considered a request from Mr Richard Speight, the Chair of the Humanists Group, Bangor to allow a member of the local Humanist Group to join Anglesey SACRE. Following consideration of advice given by the Monitoring Officer, the SACRE decided not to support the appointment.
- The Humanist Group was notified of the SACRE's decision via an email by the Chair.

SACRE's Recommendations to Anglesey's Education Authority

- Ensure that Anglesey SACRE receives the appropriate support and guidance in order to fulfil its duties as a statutory body.
- Strengthen the partnership between Headteachers and SACRE so that self-evaluation reports are sent to the panel on time and that SACRE members receive an invitation for schools to observe Collective Worship sessions and to discuss with pupils about their work within the subject.
- Construct a catchment area programme which is known to each school in order to ensure that SACRE receives a SE report on time.

2.5 Religious Education and the Welsh Government

The Welsh Government has published and distributed guidance documents to support religious education teachers:

- <http://wales.gov.uk> > search for Religious Education
- The Agreed Syllabus (or the National Exemplar Framework for Religious Education in Wales)
- Religious Education: Guidance for Key Stage 2 and 3 (2011)
- Exemplar Pupil Profiles at KS2 and KS3 in Religious Education: Supplementary Guidance (2011)
- Religious Education: Guidance for 14-19 year old learners (2009)
- People, Questions and Beliefs: Religious Education in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://cbac.co.uk>)

Curriculum for Wales

During 2014-15, Professor Graham Donaldson was commissioned to undertake an independent review of the curriculum and assessment arrangements in Wales. Anglesey SACRE has contributed to the consultation process of the 'Great Debate' and has discussed the recommendations of the report, 'Successful Futures' published in February 2015.

The Wales Association of SACRES is represented on the Welsh Government's Strategic Stakeholders Group, and the National Advisory Panel for Religious Education (NAPfRE) has attended meetings during the year with representatives from the Welsh Government's Curriculum Department as they support the innovative schools and develop the Curriculum for Wales.

- The RE Support Framework was referred to which was published on January 2020, and it was agreed to include the Framework in the Action Plan for monitoring purposes.
- Guidance on the Draft Curriculum for Wales 2022 was shared and SACRE responded to the consultation.

- The Chair and the Clerk attended North Wales SACREs in Conwy, July 2019 to seek the views of other stakeholders across the region.
- Acknowledgement was received from CYSAG that the secondary schools in particular have a challenging period ahead as teachers implement two Curriculums in the transitional period.
- However, praise was given to the new curriculum as it is contemporary and positive in terms of its thematic method.

SACRE's recommendation to Anglesey Council

- Ensure that RE teachers are aware of 'what matters' in the Humanities Area of Learning and Experience.
- Encourage Anglesey religious education teachers and SACRE members to contribute fully to any review of the curriculum and assessment arrangements.

2.6 Religious Education and ESTYN

Anglesey SACRE recommends the following resources to the RE teachers and headteachers of the area's schools:

- www.estyn.org.uk;
- Religious Education in Secondary Schools (ESTYN, June 2013), and,
- Supplementary Guidance: collective worship in non-denominational schools (ESTYN, October 2017).
- Religious Education at Key Stage 2 and Key Stage 3 (ESTYN, June 2018)*

2.7 SACRE's function in relation to Collective Worship

Welsh Office Circular 10/94 notes that the LEA should work with SACRE to keep an eye on the daily collective worship provision, and should consider with it any steps which may be taken to improve such provision.

The collective worship must be "of a broadly Christian character". The "determination" procedure permits the suspension of these requirements in relation to some or all of the pupils in a school where they are deemed inappropriate.

- SACRE members and Anglesey schools have received collective worship guidance documents:
 - Guidance on Collective Worship (WASACRE, June 2013)
 - Supplementary guidance: collective worship in non-denominational schools' (ESTYN, October 2017);
 - An 'Update for Inspectors (ESTYN, April 2018)'. The following extract was highlighted in the guidance:-
'A failure to meet the statutory duty might not affect the judgement for IA4. This is something for the team to consider. The team will need to weigh up a number of factors in each specific case, such as the number of pupils that it affects, and the team will have to decide whether this is significant or not and whether it should affect the overall judgement for IA4. Irrespective of whether or not inspectors decide to report on collective worship, they must always report on the spiritual, moral social and cultural development of pupils.'

- Anglesey SACRE monitors the standard of collective worship in schools by reviewing schools' self-evaluation reports during the meetings;
- In response to the recommendations made by Anglesey SACRE, the Education Authority has corresponded regularly with all schools asking them to invite SACRE members to attend a collective worship session. It was agreed (6.10.15). A pro forma is available for members to record their observations during their visits. However, no members succeeded to attend any Collective Worship sessions at a school this year.

SACRE's Recommendations to Anglesey Council

- Encourage schools to invite members of Anglesey SACRE to attend collective worship sessions in the county's schools.
- Ensure that schools comply with the statutory requirements in relation to collective worship and providing quality collective worship sessions;

SECTION 3: ANNEXES

3.1 General information regarding the SACRE constitution

SACRE was established by Anglesey Education Committee in 1996 to include:

Christians and Other Faiths, namely

- The Methodist Church
- The Union of Welsh Baptists
- The Presbyterian Church of Wales
- The Church in Wales
- Union of Welsh Independents
- The Catholic Church

Teachers, namely;

- Headteachers' Association (SHA)
- National Union of Teachers in Wales (UCAC)
- National Association of Schoolmasters and Union of Teachers (NASUWT)
- National Union of Teachers (NUT)
- Association of Teachers and Lecturers (ATL)
- National Association of Head Teachers (NAHT)

Elected members

3.2 SACRE membership of Anglesey 2017-18

Christians and Other Religions

The Methodist Church	Rev. Kate McClelland (Summer 2016)
Union of Welsh Baptists	Mrs Catherine Jones
Presbyterian Church of Wales	Mrs Einir Morris
Church in Wales	Mrs Anest Frazer
Union of Independents	Prof. Euros Wyn Jones
The Catholic Church	Mr Christopher Thomas
Quakers	Mr Gerald Hewitson

Teacher Representatives (co-opted)

Ysgol Gynradd Llangaffo	Mrs Anest Frazer
Ysgol Cybi	Mrs Anest Frazer
Ysgol Uwchradd Bodedern	Mrs Anest Frazer
Ysgol Syr Thomas Jones	Mrs Anest Frazer
	<i>awaiting nomination</i>

- The SACRE Clerk to write to the Presbyterian Church of Wales to ask the Church to nominate a member to represent them on the SACRE. Also to ask for nominations amongst the teachers for the role of teacher representatives on the SACRE.
- Annual Anglesey SACRE report 2016-17 – the Clerk, on behalf of the SACRE to ask for funds from the Head of Learning with sight on ensuring external expertise to undertake the task of preparing the Annual Report for 2017/18, and that Mrs Helen Bebb, with the support of Mrs Helen Haearn, is preparing the SACRE’s Action Plan for 2018/19. In order for this arrangement to work, it will have to be agreed for Mrs Bebb to have additional hours.
- Estyn’s Inspection Report (June 2018) – a summary of the information in Estyn’s Inspection Report on RE in Key Stage 2 and 3 was given by the Clerk. The recommendations in the report were accepted, and that the Challenge Adviser is including the recommendation in bullet point 7 in the SACRE’s Action Plan for 2017/18. The SACRE Clerk is to update the Chair on the arrangements for the Anglesey Headteachers meeting and to extend an invitation to Mrs Heledd Haearn and Mrs Helen Bebb to attend this meeting.
- ESTYN Inspections – Spring 2018: Ysgol Rhosybol, Ysgol Bryngwran and Ysgol Gynradd Llanfairpwll. Chair notes that the three schools have received excellent results from Estyn and that they should be congratulated on their work. The Headteacher of Ysgol Rhosybol is invited to the next SACRE meeting to discuss the school’s successes and good practice.
- The information presented on Guidelines for Schools for Self-evaluation was noted and accepted.
- The Chair offered feedback from the SACRE Workshop in relation to the new curriculum. It was drawn to the SACRE’s attention that inconsistencies were found on a RE paper by WJEC between the Welsh and English versions. It was decided that Mrs Heledd Haearn confirms the circumstances to these inconsistencies on paper to the Chair. The Chair on behalf of SACRE will draft an official letter to WJEC asking for an explanation for the mistakes in the exam papers and asking them to note SACRE’s concerns regarding the inconsistencies.
- WASACRE - it was decided to note the feedback of the Chair and the points raised in the meeting.
- Correspondence – the Chair read a letter he received in June 2018 from Mr Richard Speight, Chairman of the Bangor Humanists Group asking SACRE to accept representatives from non-religious groups onto the SACRE. The Chair is awaiting information from Mr Speight regarding the number of Humanists on Anglesey, therefore awaiting this information before coming to a decision.

b) Meeting held on 19 February 2019

- Matters arising: Must invite the Chair to attend the Primary Schools Forum to see good practice in Anglesey schools, in addition to raising the profile of SACRE in the sector.
- A presentation from the Headteacher of Ysgol Rhosybol on the work of the school in relation to Religious Education provision. It was decided to note the excellent presentation and work done by Ysgol Rhosybol.
- The Annual Report draft 2017/18 was presented to the SACRE to be considered by the Committee. It was decided to note the contents of the report and that the Clerk is to raise SACRE’s concerns in regards to the table in Section 2.3.3 of the report with the officer who is preparing the Annual Report for 2017/18. An amended version of the SACRE’s constitution will be sent to the relevant officer before the end of February in order for the final draft report to be prepared and circulated to members of the SACRE.

- A report was presented to the SACRE by the Clerk, incorporating information from Estyn Inspection reports held in Ysgol Talwrn and Ysgol Syr Thomas Jones, Amlwch for consideration by the SACRE. It was noted that Estyn had reported that the standard of RE and Collective Worship provision is good in both schools. It was decided to note the information presented in the self-evaluation reports.
- The self-evaluation reports of Ysgol Gymuned Rhosybol, Ysgol Llanfairpwll, Ysgol Parc y Bont, Llanddaniel ac Ysgol y Fali were presented for the SACRE to consider. The Chair suggested, and it was agreed to prioritise schools who haven't previously presented a self-evaluation report. It was noted that all schools need to do is present a copy to the SACRE, since it is a requirement for schools to prepare the reports. It was decided to note the contents of the school self-evaluation reports. The Chair is to ask for the support of the Head of Learning to proceed with this proposal and that the Clerk and Mrs Anest Frazer would discuss the best options to move forward in relation to school self-evaluation reports.
- The Committee's constitution - it was decided to update the SACRE's constitution and that the Clerk would write to the Secretary of the Union of Welsh Independents asking them to nominate a representative from the Church to become a member of Anglesey SACRE. The Clerk to contact the Secretary of the Methodist Church to ask if the information obtained by the SACRE in regards to its representatives is correct. The Clerk to invite Mrs Amanda Earnshaw to represent the primary sector on the SACRE.
- Draft minutes of the previous WASACRE meeting held on 20 November 2018 were presented. It was decided that the Clerk would send an email to the Council Leader to express the SACRE's concerns to Mr Mark Drakeford, First Minister of Wales, regarding the lack of Welsh resources in schools.
- The SACRE considered the request to allow a member of the local Humanist Group to join Anglesey SACRE. It was noted that the Humanists had 9 local members, 3 of which live on Anglesey. After considering the advice of the Monitoring Officer, the SACRE decided as follows: Despite acknowledging a possible qualification, the candidate hasn't provided any information to suggest that they must be members in order for SACRE to appropriately reflect the main religious traditions of Anglesey in undertaking its functions. This conclusion is based on the fact that only 3 followers live on Anglesey, in accordance with the information submitted by the candidate. The Chair to send an email to Mr Richard Speight from the Bangor Humanist Group to inform him of the SACRE's decision.

c)

Meeting 9 July 2019

- Matters arising: In relation to schools' self-evaluation reports, it was suggested and adopted for the schools in the 5 catchment areas to be targeted once at a time, which means asking for 8 reports each term. Any schools who haven't provided a report will be highlighted on the subsequent 6th term. It was decided that the SACRE Clerk would review the options available, including membership of other religious denominations on the SACRE. Also, that the Clerk will implement the proposal in relation to self-evaluation reports.
- It was decided to adopt the Annual SACRE report for 2017/18.
- SACRE Action Plan for 2019/22 and the RE Support Framework – It was decided to include the Draft Framework for RE as an action point in the Action Plan for 2019/22 and that SACRE would adopt the Action Plan.
- The new Curriculum and how this will impact Religious Education? – It was decided to note the information presented in relation to the New Curriculum for Wales 2022 and that the RE Chair and Coordinator would provide feedback to the SACRE after attending North Wales SACRE meetings.

- Estyn School Inspections – Winter 2018 and Spring 2019: Estyn inspection examinations held in Ysgol Gynradd Amlwch, Ysgol y Graig, Llangefni and Ysgol Gymuned Pentraeth were presented to the SACRE for consideration. No matter arose from the Estyn inspections and nearly all schools met the requirements, it was noted that the RE and Collective Worship provision was good in each school. It was decided to note the information presented in Estyn’s inspection reports.
- School self-evaluation reports were received from Ysgol Talwrn, Ysgol Gymuned Pentraeth and Ysgol Gynradd Amlwch. It was noted that the standard of learning attained in RE at these schools was either adequate or good. It was decided to note the RE self-evaluation reports as they were presented and that the Chair would contact the Headteacher of Ysgol Talwrn to arrange a visit to the schools to observe a Collective Worship session and the work done by the school pupils.
- The draft minutes of the previous WASACRE meeting held on 26 March 2019 were presented. It was decided to note the information presented in the minutes and that RE teachers are to bring samples of GCSE and A Level exam questions to the next SACRE meeting.
- Correspondence: The Chair reported that Dr Peter Hemming from Cardiff University had sent a reminder again regarding the previous email shared with the SACRE by Dr Hemming pertaining to the evaluation review he is conducting on Guidelines and Resource Package on Religion and Belief Diversity. It was decided that the Clerk to the SACRE would re-send Dr Peter Hemming’s email to Anglesey SACRE members.

3.3.1 Anglesey SACRE has affiliated with the Wales Association of SACREs and its members regularly attend meetings held by WASACRE.

The following representatives attended WASACRE meetings during the year:
Rheinallt Thomas

3.3.2 The following provide SACRE with professional support:

Arwyn Williams, Director of Lifelong Learning
Gareth Jones, Senior Standards and Inclusion Officer who operated as SACRE Clerk
Helen Bebb, Ysgol David Hughes Religious Education Coordinator, Support Adviser
Shirley Cooke, Committee Officer who minutes and administers SACRE on behalf of Anglesey Council.

Enquiries should be sent to the SACRE Clerk at the Education Department, Main Council Offices, Llangefni, LL77 7EY [Margaret Peters since September 2019]

3.3.3 The SACRE report was sent to the following organisations:

Electronic copies of the annual report were distributed to the following:

- Department for Education and Skills, Welsh Government
- Addysg Môn Website, Anglesey Schools
- Wales Association of SACREs

A copy was distributed to:

- Members of Anglesey SACRE

3.4 Template used by Anglesey SACRE for a school's self-evaluation of standards in religious education

How can SACRE monitor standards?

Standing Advisory Council for Religious Education (SACRE)

SACRE's main function is to monitor religious education and collective worship and to advise the local authority on matters relating to religious education and collective worship. The Wales Association of SACREs believes that this advice should be based on current information. Many SACREs monitor standards by inviting schools to share their self-evaluation of Religious Education and collective worship with SACRE members.

Further Information:

- Wales Association of SACREs: www.wasacre.org.uk
- Religious Education and Collective Worship: Circular 10/94 (Welsh Office)
- So You're Joining Your Local SACRE: a handbook for SACRE members in Wales (WASACRE)
- Guidance on Collective Worship (WASACRE, 2012);
- Review of SACRE reports (Welsh Government, 2011 and 2013)

Department for Education and Skills Wales (DfES)

Most SACREs in Wales have adopted or adapted the 'National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales' as their locally agreed syllabus. The Welsh Government has supported the teaching of religious education in schools by providing guidance documents to support teachers, head teachers and SACRE members. These provide useful information about teaching methods, resources and assessment. The 2010-12 national external verification process gave RE departments in secondary schools the opportunity to show their understanding of RE attainment levels.

Further information

- <http://wales.gov.uk> > search for Religious Education
- Locally Agreed Syllabus (or National Exemplar Framework for Religious education in Wales)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplifying Learner Profiles at KS2 and KS3 in Religious Education: Additional Guidance (2011)
- Religious Education: Guidance 14-19 year olds (2009)
- People, Questions and Beliefs in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://wjec.co.uk>)

ESTYN

The new ESTYN inspection framework identifies five inspection areas or reporting requirements:

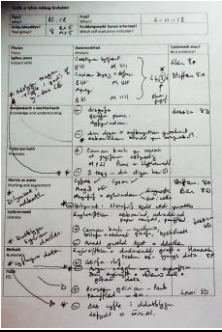
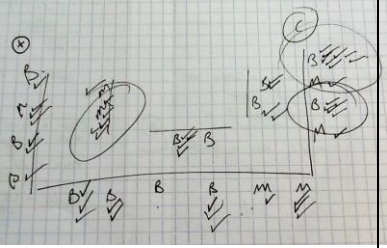
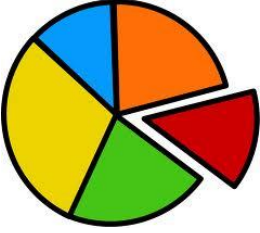
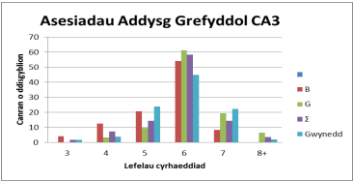

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experience
4. Care, support and guidance
5. Leadership and management

Few school inspection reports include references to the standard and quality of Religious Education and collective worship.

Further information:

- www.estyn.org.uk
- Religious Education in Secondary Schools (ESTYN, June 2013)
- Religious and moral education in key stage 2 and key stage 3 (ESTYN, Summer 2018)
- Supplementary guidance : collective worship in non-denominational schools (Autumn 2017)

What evidence do schools use in order to make judgements?

<p>Book Review</p> 	<p>Teachers will collect a sample of pupils' work (e.g. range of abilities, ages, boys and girls) and will help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> • What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving? • To what extent does pupils' work reflect the requirements of the Locally Agreed Syllabus? • To what extent does pupils' work develop the skills identified by the National Literacy, Numeracy and Digital Competency frameworks? • What improvements do we need to make to our planning, provision and assessment of religious education?
<p>Lesson Observation</p> 	<p>Teachers and school leaders will observe lessons and will help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> • What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving? • Are the pupils well motivated? Are they contributing to their own learning? • Does the work reflect the requirements of the Locally Agreed Syllabus? • Does the work develop the skills identified by National Literacy, Numeracy Digital Competence framework? • What improvements do we need to make to our planning, provision and assessment?
<p>Questionnaires and interviews</p> 	<p>Schools can analyse the results of questionnaires used with pupils, teachers and parents to answer questions such as:</p> <ul style="list-style-type: none"> • What do they think about the content of the RE lessons? Are there significant groups who are offering different opinions? • What progress are they making in their RE skills? • What are their perceptions/attitudes/opinions? • What improvements do we need to make to our planning, provision and assessment of religious education?
<p>Data</p> 	<p>Can schools use teacher assessment data or external examination results (secondary schools only) in order to identify trends or patterns?</p> <ul style="list-style-type: none"> • How well are boys/girls/groups performing over time? (all schools) • How well are our pupils performing in comparison with other departments/other schools? (secondary schools only) • Are there any groups of pupils who are underachieving? (all schools) • What improvements do we need to make to our planning, provision and assessment of religious education?
<p>Other</p> 	<p>Schools can also base their judgements on other evidence such as:</p> <ul style="list-style-type: none"> • Success in local or national RE competitions; • Participation in local or national RE events/conferences/projects/publications; • Monitoring reports by other members of staff, e.g. school literacy, numeracy or ICT co-ordinators; • Minutes of meetings held with teachers, school governors or SACRE visitors. • Action research undertaken by a member of a Professional Learning Community; • External accreditation, e.g. Religious Education Quality Mark http://www.reqm.org/wales

SACRE Guidance (pages 3, 4, 5 and 6)

To what extent does the school's provision promote pupils' personal development? (Inspection area 4.2)

Evaluating the standards and provision of religious education will help schools evaluate inspection area 4.2, 'Personal development (including spiritual, moral, social and cultural development).'

ESTYN's inspection guidance (September 2017) for social and moral development notes:

"Inspectors should consider the extent to which the school provides effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs. They should consider how well the school develops pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values. They should consider how well the school promotes principles that help pupils to distinguish between right and wrong. They should consider how far the school fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others, both locally and as members of a diverse global world."

Within the school's self-evaluation cycle or calendar, school leaders will need to consider what evidence is available to them in order to make judgment on inspection area 4.2. Religious Education and collective worship can make important contributions to pupils' personal development.

The following exemplar questions are based on ESTYN's Common Inspection Framework (September 2017) and the questions used by ESTYN during the thematic review of religious education during Autumn term 2017. Using these prompt questions with staff, governors, pupils and their Supporting Improvement Adviser, will enable schools to identify strengths and weaknesses to help them plan improvements. There is no need to answer every question.

Inspection Area 1: Standards

Remember to use quantitative and evaluative language and include 'real' examples of pupils' work!

- What is our view on standards of religious education at our school? (FP, KS2, KS3, KS4, KS5 pupils)
- How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions?
- How well do groups of pupils make progress in religious education? What have we identified in their work that shows their progress?
- How well do our pupils use their speaking and listening, reading and writing skills, their numeracy and ICT skills appropriately in religious education?
- Give examples of how our pupils have developed their thinking skills, their creativity and physical skill in religious education activities in the classroom and outside the classroom.
- What areas for improvement require attention in the next year?

Inspection Area 2: Wellbeing and attitudes to learning

Remember to use quantitative and evaluative language and include 'real' examples of pupils' work!

- Do our pupils show an interest in religious education?
- What do you think our pupils gain from religious education lessons?
- What areas for improvement require attention in the next year?

Inspection Area 3: Teaching and learning experiences

Remember to use quantitative and evaluative language and include 'real' examples of the provision. Time allocated to religious education? % of pupils that choose Religious Studies as an option? % of pupils who attain an accreditation for their statutory religious education.

- How do we know that our school meets the statutory requirements for religious education?
- How does our school teach religious education?
- Does religious education succeed to engage our pupils' interest? Are they stimulated and challenged in their religious education lessons?
- How well do the lessons/activities develop pupils' knowledge and understanding of religious beliefs, teachings and practices as well as their subject skills and cross-curricular skills?
- What is the quality of planning for religious education? (Building on previous knowledge, understanding and skills? Clear objectives? Teaching methods? Resources?)

- To what extent does the feedback in religious education help our pupils to know what they have achieved and what they need to do to improve?
- How do we assess and track the progress of pupils in religious education?
- How does our planning for religious education help pupils to become ambitious, confident, aspirational and knowledgeable individuals? How are we responding to the recommendations of 'Successful Futures'?
- To what extent does our school provide a wide and appropriate range of experiences, within the classroom and outside, in order to develop pupils' interest and skills in religious education?
- Have we organised any trips or visits linked to religious education? Which year groups, how often, and how do these trips enhance the curriculum?
- Does the religious education reflect the nature of our school's context? Does it reflect the cultural, linguistic and ethnic diversity of Wales and the local area?
- To what extent do the religious education activities provide purposeful increasing opportunities for pupils to practice and develop their RE skills and their literacy, numeracy and ICT skills?
- What areas for improvement require attention in the next year?

Inspection Area 4: Care, support and guidance

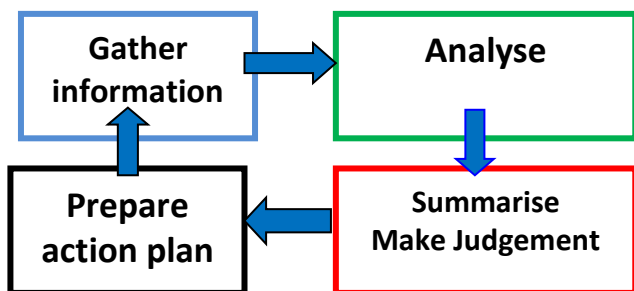
Remember to use quantitative and evaluative language and include 'real' examples of the provision.

- To what extent do our religious education lessons/activities help our pupils to be active citizens?
- How do our pupils influence what and how they learn in religious education?
- Do we participate in any community activities or have links with any faith leaders or organisations?
- How does religious education contribute to our pupils' understanding of the culture of Wales, the local community and the wider world?
- Give examples of how religious education has helped our pupils to understand matters pertaining to equality and diversity, stereotypes, religious extremism, human rights?
- To what extent does the school help pupils to develop certain values and establish their spiritual and ethical beliefs?
- How well does our school develop the pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values?
- Does our school meet the statutory requirements regarding collective worship?
- How good is the collective worship? How well do we plan the collective worship over time?
- How do we keep our pupils safe from the dangers of radicalisation, *e.g. extremist material, either through guest speakers or through speakers on site visits*?
- How do we ensure that any concerns that arise about comments made by pupils during religious education lessons are considered appropriately?
- What areas for improvement require attention in the next year?

Inspection Area 5: Leadership and management

- Has the RE subject leader the necessary skills and understanding to lead the religious education effectively?
- Are teachers able to access professional development in religious education?
- How do we allocate resources to support the teaching of religious education?
- How are parents informed of their right to withdraw pupils from religious education lessons? How many pupils are withdrawn from RE by their parents and does the school have good arrangements for their provision during RE lessons? Has this number increased/decreased/remained the same over the last 5 years? From what groups are these pupils? Do you have a conversation with parents about their decision?
- In what ways does our school's provision for RE help promote better community cohesion?
- How often do we monitor religious education? How do we share this information with other relevant staff?
- Do we consider the views of pupils in the self-evaluation report and action plans?
- Do we work with RE teachers from other schools? What has been the impact of this?
- What is the 'best example of religious education' that we can share with our local SACRE or with other teachers?
- What areas for improvement require attention in the next year?

How can SACREs monitor standards?



How can SACRE gather information?

- By asking schools to submit information and self-evaluation.
- By commissioning an 'expert' to visit a sample of schools and provide a termly report;
- Arranging for members to visit schools;
- By asking pupils, staff, governors in a sample of schools to complete an online questionnaire;
- By studying external examination results and KS3 teacher assessments, (secondary schools only)

What sources are available in your area?

- An evaluation of schools' self-evaluation reports;
- An evaluation of schools' policies, schemes of work, development or improvement plans;
- Performance data: KS3 teacher assessments, GCSE, AS and A level results;
- Reports submitted by SACRE members following school visits;
- An evaluation of questionnaires submitted by learners, staff, governors, SACRE/WASACRE members or governors;
- Presentations by learners, teachers, co-ordinators, headteachers;
- Success in competitions or external accreditation schemes.

Numbers - quantities and proportions

nearly all	= with very few exceptions
most	= 90% or more
many	= 70% or more
a majority	= over 60%
half	= 50%
around half	= close to 50%
a minority	= below 40%
few	= below 20%
very few	= less than 10%

Who contributes to the monitoring?

- Teachers and members of schools' SM Teams
- SACRE members
- Local Authority / Consortia officers
- Teachers identified as lead practitioners
- Pupils
- Governors
- Parents

Excellent

Very strong, sustained performance and practice

outstanding, very good, very strong, exceptional, superior, exemplary, superb, very high standard, very high quality, extensive, highly effective, highly creative, well above expectations, expertly done,

Adequate and needs improvement

Strengths outweigh weaknesses, but important aspects require improvement

satisfactory, appropriate, suitable, efficient, competent, relevant, sufficient, enough, valid, solid, sound, average mediocre, limited, inconsistent

Good

Strong features, although minor aspects may require improvement

successful, strong, skilful, worthwhile, beneficial, valuable, positive, thorough, useful, powerful, comprehensive, purposeful, used well, consistently good, effective

Unsatisfactory and needs urgent improvement

Important weaknesses outweigh strengths

insufficient, inefficient, none, no, inappropriate, ineffective, unsuitable, unable, weak, poor, not fit for purpose, restricted

Useful words and phrases

Xxx has led to...

As a result of xxx standards of xxx have increased xx% since xxx

Following the introduction of xxx, xxx has improved, as shown by...

xxx shows that standards of xxx have ...

The effect of xxx can be seen in xxx which shows that...

An improvement in xxxx can be seen in...

The influence of XXX can be seen in the improvement/progress.....

XXXXX shows that x% of the pupils can/have...

XXX shows that x% of the parents/staff/governors are/have... .

What should be included?

- **The effect of an intervention** on (standards, welfare, attitudes, provision).
- **Trends** over time
- **Comparison** with other schools (?)
- **Judgement** - using evaluative terms.
- **Quantify** whenever possible

Name of the school:

Religious Education

Inspection area 1: Standards in religious education

How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What have we identified in their work that shows their progress over time?

- Use pupils' work, teacher assessments, learning walks, lesson observations to make a judgement.
- For further guidance, refer to: the Locally Agreed Syllabus (National Exemplar Framework), Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, WJEC examiners' reports.

Notes:

The standard attained by our pupils in religious education is: **JUDGEMENT**

Inspection Area 2: Wellbeing and attitudes towards learning about religious education

What do you think our pupils gain from religious education lessons?

- Use: pupils' work, analysis of a religious education questionnaire, minutes of meetings held by focus groups/School Council.
- For further guidance refer to: the Supplementary Guidance: listening to learners (ESTYN, September 2017)

Notes:

Our pupils have a **JUDGEMENT** attitude towards religious education in our school.

Inspection Area 3: Teaching and learning experiences in Religious Education

How good is the planning and teaching of religious education at our school? Give examples of rich learning experiences in religious education.

- Use: learning walks, lesson observation, pupils' work, interviews with pupils.
- For further guidance refer to: the Locally Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018).

Notes:

The standard of teaching religious education at our school is **JUDGEMENT**

Inspection Area 4: Care, support and guidance in Religious Education

To what extent do religious education lessons and activities help our pupils to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop certain values and to establish their spiritual and moral beliefs?

- Use: learning walks, interviews with pupils, the school's collective worship programme, school newsletter, records of any hate crime/bullying.
- For further guidance refer to: SACRE Guidance, Guidance on collective worship (WASACRE), Supplementary guidance: collective worship in non-denominational schools (ESTYN, September 2017), Supplementary guidance: listening to learners (ESTYN, September 2017).

Notes:

Does the school meet the statutory requirements for collective worship?

Yes

No

The contribution of religious education towards our pupils' personal development and community cohesion is **JUDGEMENT**.

Inspection area 5: Leadership and management in religious education

Does the subject leader for religious education have the necessary skills and understanding to lead the subject area effectively? How do you know?

- Use: schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the co-ordinator/link governor/SACRE representative, minutes of staff meetings, improvement plans, an evaluation of progress, case study

following a school-to-school project.

- For further guidance, refer to: SACRE guidance

Notes:

Leadership and management of religious education in our school is **JUDGEMENT**

Improvement matters	Actions to be taken	Whom?	By when?
		These details need not be shared with SACRE but the school needs to ensure that accountability is clear to staff and governors.	

A concise evaluation that will contribute towards the school’s evaluation of ‘Personal Development (4.2)’

Concise! Approximately 50 words.

Headteacher’s Name:
 Headteacher’s Signature:
 Date:

3.6: A reporting form for Anglesey SACRE members who attend a school collective worship session



Standing Advisory Council for Religious Education.

I attended a collective worship session in a: special school
 primary school
 secondary school

I observed a collective worship session attended by: the whole school
 a class
 a key stage

Contributing to the collective worship were the: headteacher
 pupils
 teacher(s)
 a local religious leader
 parent(s)
 governors

The collective worship session lasted for: less than 5 minutes
 between 5-10 minutes
 between 10-15 minutes
 over 15 minutes.

The theme of the collective worship session was: _____

I heard a:

Biblical story	<input type="checkbox"/>	A presentation by an adult	<input type="checkbox"/>
Story from another religion	<input type="checkbox"/>	A presentation by pupils	<input type="checkbox"/>
Suitable moral/contemporary/historical story	<input type="checkbox"/>	Pupils reflecting quietly in response to a stimulus	<input type="checkbox"/>
Pupils praying (individually/together)	<input type="checkbox"/>		<input type="checkbox"/>
Christian hymn/carol	<input type="checkbox"/>		<input type="checkbox"/>
A suitable song	<input type="checkbox"/>		<input type="checkbox"/>







Underline the three statements that best describe the collective worship session.

Today, the collective worship session:

- develop learners' ability to reflect on their own feelings, values and attitudes;
- develop learners' awareness of inner life and the spiritual dimension of each person;
- discuss and encourage responses to fundamental questions about the meaning of life, change and death;
- develop beliefs and values, both personal and communal;
- encourage an understanding of the beliefs and values of others, either locally or globally;
- increase self-esteem and a sense of purpose in life;
- nurture the human ability to make moral choices for good or evil,
- encourage shared values, meaning and purpose;
- provide opportunities to share and reflect on the 'happy' and 'sad' events and experiences which impact the school community and the local community;
- support shared understanding of how individual learners and a school may contribute positively to the wider community;
- develop an understanding of global diversity and inequality;

Any other comment:

3.7 : Anglesey SACRE Action Plan 2018-19

Anglesey SACRE Annual Report 2016-17/2017-18	Action points 2018-19 LA (Local Authority) SA (Subject Adviser) SM (SACRE members)	Evidence	Outcomes	
Curriculum for Wales Humanities Area of Learning and Experience "What Matters"	<ul style="list-style-type: none"> Ensure that headteachers, teachers, governors and SACRE members are aware of the requirements of the Curriculum for Wales (SA) Contribute to local discussions to plan learning experiences that reflect the 'what matters' statements of the Humanities Area of Learning and Experience (LA+SA+SM) Represent Anglesey in and National discussions relevant to developing the new curriculum and assessment arrangements (LA+SA+SM) Develop a Locally Agreed Syllabus for Anglesey schools that reflects the principles of the Curriculum for Wales 	<ul style="list-style-type: none"> Minutes of SACRE meetings Minutes of WASACRE meetings Anglesey SACRE correspondence and guidance to schools Anglesey Agreed Syllabus Examples of good practice 	<ul style="list-style-type: none"> A locally Agreed Syllabus which reflects the principles of the Curriculum for Wales Religious Education given due consideration as schools revise the curriculum and assessment arrangements. The provision of religious education in all schools is good or very good. Standard of religious education in all schools is good or better. 	  
Facilitate quality Collective Worship	<ul style="list-style-type: none"> Ensure that schools conform to the statutory requirements in relation to collective worship and provide quality collective worship. Encourage schools to invite Anglesey SACRE members to attend collective worship sessions. 	<ul style="list-style-type: none"> Correspondence to schools Spoken reports of SACRE members References to collective worship in ESTYN reports. 	<ul style="list-style-type: none"> ESTYN reports note that collective worship is good. All schools conform to the statutory requirements Improved understanding amongst SACRE members of the nature of collective worship in schools. 	  
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	

This page is intentionally left blank

SCHOOL SACRE EXECUTIVE PANEL TERMS OF REFERENCE

The purpose of this document is to demonstrate the terms of reference of the School SACRE Executive Panel.

January, 2020

1.0 BACKGROUND

- 1.1 IoACC has an executive SACRE Committee which meets at least once a term in line with the statutory requirements of each Authority.
- 1.2 The Senior Welfare Officer and Clerk gives guidance to the Panel on effective practice that exists within our schools and also presents new information from WASACRE, Welsh Government and Estyn.
- 1.3 The SACRE Committee may invite schools to present their practices by sharing their Self-evaluation.
- 1.4 The SACRE Committee may conduct visits to schools to observe Collective Worship sessions and to scrutinize pupils' work and displays.

2.0 THE ROLE OF THE SCHOOL SACRE EXECUTIVE PANEL

- 2.1 Encouraging arrangements to share good practice between schools, whilst utilizing the most recent and up-to-date information.
- 2.2 Improving the provision of all Anglesey schools by firmly challenging and raising Religious Education standards in individual schools and in clusters.
- 2.3 Updating the [full] SACRE COMMITTEE'S knowledge of the achievement and challenges facing Anglesey schools.
- 2.4 Providing the Senior Leadership Team, Executive Committee Scrutiny and Regulators with confidence that the standard of Religious Education provision in Anglesey schools is strong and that the SACRE Committee is judging on honest evidence of schools' attainments.
- 2.5 Assisting the Learning Service and Schools with progressive educational programmes and projects within the subject and increasing knowledge of collaboration arrangements between the Council and relevant stakeholders to raise standards.

3.0 ARRANGEMENTS

- 3.1 The SSEP will refer to and implement the SACRE's action plan.
- 3.2 Members of the SSEP will be expected to share any new information or resources from the Senior Welfare Officer within the catchment area's schools.
- 3.3 The SSEP will be able to offer recommendations or raise matters that cause concern to the SACRE.
- 3.4 The work of the SSEP will contribute towards the annual SACRE report.

4.0 MEMBERSHIP

- 4.1 The Religious Education Coordinators of each secondary school, and teachers who are members of the SACRE Panel.

5.0 FREQUENCY AND ADMINISTRATION

- 5.1 A termly meeting is held to discuss important matters and matters that are within the Action Plan.
- 5.2 There will be an opportunity for SSEP members to propose items for the agenda 5 days before the meeting.
- 5.3 Minutes, in the form of action points, will be taken by the Clerk of the SACRE Panel. SACRE will receive a summary of the action committee's work each term.
- 5.4 A quorum isn't required for the Panel to proceed, but adjourning the meeting should seriously be considered if less than three members are present.

6.0 REVIEWING THE TERMS OF REFERENCE

- 6.1 The Terms of Reference are reviewed annually by the Panel.



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Goronwy Owen
Benllech
Anglesey
LL74 8SG**

Date of inspection: October 2019

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Ysgol Goronwy Owen

Ysgol Goronwy Owen is situated in the village of Benllech on the Isle of Anglesey. It serves the village and the surrounding area. Welsh is the main medium of the school's life and work, and English is introduced in key stage 2. There are 135 pupils between 3 and 11 years old on roll, including 16 part-time nursery age pupils. Around 7% of pupils come from Welsh-speaking homes.

Over a three-year-period, around 10% of pupils have been eligible for free school meals. This is lower than the national percentage of 18%. The school has identified around 13% of its pupils as having additional learning needs, which is lower than the national percentage of 21%.

The headteacher was appointed to the post in September 2013 and the school was last inspected in January 2014.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

The school is a caring community with a happy and inclusive ethos, in which a sound emphasis is placed on providing purposeful support for all individuals.

The headteacher provides the school with robust leadership, which ensures that it has an effective strategic direction. All staff have a strong commitment to developing and promoting continuous and sustainable improvements. The governing body knows the school well. It is knowledgeable about the school's performance and uses this knowledge very thoughtfully to challenge the school and hold it to account.

Staff establish an excellent working relationship with pupils, which fosters successful learning. The system for planning activities, which is based on interesting themes and learning activities, ensures that pupils achieve good standards. All pupils' wellbeing is given a prominent place in the school's provision, and staff provide them with effective care, support and guidance. Pupils take full advantage of the valuable opportunities that are provided for them to express their views and contribute to important aspects of the school's work. As a result, nearly all pupils make sound and consistent progress, and achieve well by Year 6.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Improve information and communication technology (ICT) skills across the school
- R2 Improve attendance
- R3 Ensure that the priorities in the development plan are based more specifically on improving pupils' attainment

What happens next

The school will produce an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

During their time at the school, nearly all pupils, including those with special educational needs, make sound progress and achieve well by Year 6. Most pupils across the school are developing as conscientious and confident learners with good independent working skills. This is a notable strength.

Most pupils' oracy skills are developing well across the school. They listen attentively and use an increasing range of appropriate vocabulary when talking to each other and adults. By the end of the foundation phase, most speak confidently about their work, use varied language and vocabulary and express their views sensibly. Most pupils in key stage 2 answer questions intelligently and knowledgeably, for example when discussing a trip to the Roman museum. They reach a good standard of bilingualism and change freely from one language to the other when discussing their work.

Most foundation phase pupils make good progress in developing their reading skills. They enjoy reading aloud and do so with increasing confidence. By the end of the phase, many read with a good level of accuracy, fluency and meaning. In key stage 2, most read fluently and meaningfully in Welsh and English with effective expression. They develop their skills well when gathering information in their investigative work, for example when using different sources in their study on the witches of Llanddona.

In the foundation phase, most pupils develop their writing skills purposefully and vary their sentences skilfully by Year 2. Many write portrayals and stories independently. For example, they use adjectives and interesting vocabulary confidently to enrich their stories about superheroes. By the end of key stage 2, most pupils write skilfully in Welsh and English in effective and varied genres, for example when writing a piece that provides information about an infectious disease. The presentation of work and handwriting of a minority of pupils in key stage 2 has a tendency to be untidy.

Most pupils across the school develop their numeracy skills effectively in their mathematics focus tasks. In the foundation phase, they have a good understanding of number patterns and place value, and use this information skilfully to solve problems. They handle different measurements purposefully, for example when testing which insulators keep water warm the longest. They are able to tell the time correctly in analogue and digital format. They have a good understanding of the properties of regular shapes and recognise the properties of 3D shapes well.

In key stage 2, most pupils use the four mathematical operations purposefully, for example when calculating the prices of different foods in the supermarket. They calculate perimeter and area correctly when studying different sports pitches around the world. Many analyse data in relation to time, money, temperature and distance skilfully. Most use a good range of mental calculation strategies to solve increasingly difficult number problems.

Overall, most pupils' ICT skills are developing appropriately across the school. In the foundation phase, many use software to create pictures and simple animations when re-telling the story of Tedi going to the moon. They create graphs suitably, for example when calculating the different types of houses in Benllech. Many pupils have developed their word-processing skills to an appropriate level when creating a short story, for example when describing their adventures in an imaginary castle.

In key stage 2, many pupils combine text and pictures to produce presentations effectively when researching the Second World War. Most have developed their word-processing skills to an appropriate level, for example when producing an information leaflet on Penrhyn Castle. However, pupils' skills are often limited to the communication strand, and most pupils' skills in using spreadsheets and databases have not been developed sufficiently.

Wellbeing and attitudes to learning: Good

Nearly all pupils' behaviour is excellent as they move around the school, during leisure time, assemblies and in lessons. They are very polite as they greet each other, staff and visitors. They are welcoming, polite and treat adults and visitors with respect.

Nearly all pupils understand the importance of eating and drinking healthily, and take part in daily exercise activities, for example running a mile a day. They feel safe at school and are aware of who to approach if they have any concerns. Nearly all pupils understand the importance of staying safe online and outline the dangers that can arise as a result of unsuitable use of the internet.

Most pupils work confidently and very skilfully independently, and this is one of the school's strengths. Nearly all pupils show positive attitudes towards their work; they are enthusiastic and willing to support each other effectively in lessons. They treat each other with respect and tolerance. By the end of key stage 2, most pupils have a very sound understanding of what they need to do to improve their work and contribute purposefully towards supporting and improving each other's learning.

Nearly all pupils take full advantage of the valuable opportunities that are provided for them to express their views about important aspects of the school's work and contribute to their own wellbeing and that of their peers. They do this effectively through the various councils. The eco council is proactive in planting trees on the school grounds, and the school council has developed a system to reward good behaviour. Digital leaders are enthusiastic in their roles in supporting the youngest pupils with digital aspects.

Many pupils take full advantage of the opportunity to develop as conscientious citizens. They raise money for good causes and take pride in the success of their efforts to establish a house and a water well in Kenya. A majority of pupils benefit from extra-curricular experiences, such as sports, and enjoy residential trips with the Urdd in Glan-Ilyn and Llangrannog.

Most pupils are very aware of the importance of attending school regularly and punctually. However, attendance over the last three years has been low in comparison with similar schools.

Teaching and learning experiences: Good

Staff established an excellent working relationship with pupils, which fosters learning successfully. Teachers have high expectations and all pupils understand this.

The system for planning the curriculum, which is based on interesting themes and learning experiences, ensures that pupils achieve good standards. A successful feature across the school is the role that pupils have in providing suggestions and ideas about what they would like to study at the beginning of every theme. This engages pupils' interest and curiosity towards learning skilfully and strengthens their commitment to their work.

The principles of the foundation phase have been embedded very firmly. Staff provide rich opportunities for pupils to develop their skills and ability to work independently, and this is an obvious strength. For example, many pupils show clear confidence in choosing their own activities and move maturely from one to another.

Provision for skills includes valuable opportunities for pupils to develop their Welsh and English literacy skills and numeracy skills in various areas of the curriculum. However, planning to develop pupils' ICT skills is not as effective. As a result, opportunities for them to work with spreadsheets and databases are limited.

Teachers use a good range of teaching methods, which engage pupils' participation and interest successfully. They explain new ideas in a meaningful and relevant way, and extend learning creatively through practical experiences. Tasks are planned carefully for the range of age and ability in the classes. Staff ask probing questions in order to expand pupils' understanding well and encourage them to use their thinking skills throughout lessons.

Teachers and assistants work highly effectively as a team. Support staff make a significant contribution to the quality of pupils' learning. All staff take advantage of every opportunity to enrich pupils' language, which contributes successfully towards their oracy skills.

Teachers use a range of assessment strategies skilfully. They provide useful oral feedback during lessons. There are good examples of purposeful written feedback, and teachers' comments respond to individual targets and often refer to improving pupils' skills. Pupils are encouraged to take advantage of the opportunity to improve their work by responding to teachers' comments. There are good examples of this in language. There are regular opportunities for pupils to evaluate their work and that of other pupils. This ensures that pupils, at a very early stage, understand how well they are doing and what they need to do to improve their work.

Care, support and guidance: Good

The school is a caring community with a happy and inclusive ethos, in which there is a sound emphasis on providing purposeful support for all individuals. Pupils' wellbeing is given a prominent place in the school's provision, and staff provide them with effective care, support and guidance. As a result, nearly all pupils feel safe at school and behave very well. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school promotes pupils' spiritual, moral and social development successfully. Staff encourage pupils skilfully to develop as responsible citizens who are willing to help others. Respecting multiculturalism, promoting aspects of diversity and developing fairness and equal opportunities are strong elements of the school's culture. Acts of collective worship are valuable opportunities for pupils to reflect and consider the needs of others in a spiritual environment. This is reinforced further by inviting visitors to the school, such as the local rector.

The school has a strong partnership with parents. The school implements an open-door policy successfully and communicates effectively with parents to ensure that they are aware of the school's events and work. Reports for parents are purposeful and useful. They outline clearly how pupils are achieving and provide targets for what they need to do in order to improve.

Teachers use progress-tracking procedures appropriately to identify quickly the pupils who are in need of challenge or specific support. Intervention programmes and support within the classrooms meet pupils' needs well. Individual education plans for pupils with special educational needs are purposeful and include quantitative targets to meet their needs. Plans are reviewed rigorously and regularly in consultation with pupils and their parents. As a result, nearly all pupils make sound progress from their starting points.

Staff provide many opportunities for pupils to contribute to the school's work by being members of various committees and when planning learning activities by suggesting what they would like to study in their theme work. These opportunities develop pupils' leadership skills effectively and have a good influence on school life.

The school has effective procedures to encourage pupils to eat and drink healthily, and staff promote their understanding of the importance of keeping fit successfully. There are regular opportunities for pupils to join in with 'dal i fynd' (keep moving) sessions, which include running around the playground, which contribute well towards improving their fitness. Visits by individuals, such as the community police officer, raise pupils' awareness well of the dangers of substance misuse and the dangers of using the internet. As a result, nearly all pupils understand the importance of taking care of their health and staying safe online.

Leaders provide parents with comprehensive information about the importance of attending school regularly, and work closely with the welfare officer to improve the situation. Despite the school's efforts, there has not been an improvement in attendance over time.

Leadership and management: Good

The headteacher provides the school with robust leadership, which ensures an effective strategic direction and a culture that promotes continuous improvement. She has a clear vision, which is based on ensuring that pupils and staff play a central part in the school's work and that there is a strong focus on encouraging learners to reach their full potential. She conveys this vision very successfully to staff, pupils, parents and governors. As a result, everyone has high expectations of themselves, each other and of pupils' standards of achievement.

A strong feature is the way in which responsibilities are distributed effectively. This is part of the school's strategy to develop staff's skills and promote co-operation and share good practice. As a result, there are clear communication procedures between all staff. They work together highly effectively as a team and meet regularly to monitor and evaluate progress against the school's priorities. All staff have a strong commitment to developing and promoting continuous and sustainable improvements. A good example of this is the successful way in which the school enriches provision to develop pupils' independent skills and their ability to improve their own work.

The school's priorities for improvement are based on a good range of first-hand evidence, and staff's understanding of them is sound. The improvement plan refers effectively to the actions to be taken, success criteria, timing and responsibility, monitoring arrangements and budgeting. However, although monitoring reports focus on teaching, learning and provision, they are too general. As a result, priorities are not specific or quantitative enough to improve pupils' attainment.

The governing body knows the school well. It is knowledgeable about the school's performance and uses this knowledge very thoughtfully to challenge the school and hold it to account.

One of the strongest features of the school's leadership is the rich opportunities that are provided for staff to develop professionally. It has robust performance management procedures, which enrich staff's professional development successfully and have a positive effect on standards. A notable example of these procedures is the way in which foundation phase provision has been established effectively.

Expenditure links well with the school's objectives, targets and improvement plans. The headteacher and governors monitor and manage expenditure carefully and ensure that financial resources are used fully to support priorities for improvement. Following difficult problems in the past, there is a comprehensive plan in place to resolve the situation in terms of over-expenditure. Effective use of the pupil development grant to support the very few pupils who are eligible for free school meals has led to an increase in pupils' standards, particularly in improving their reading skills and self-confidence.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2019: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 09/12/2019

This page is intentionally left blank



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Rhyd y Llan
Llanfaethlu
Anglesey
LL65 4NN**

Date of inspection: June 2019

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Ysgol Rhyd y Llan

Ysgol Rhyd y Llan is situated in the village of Llanfaethlu, in the north west of Anglesey. The school was established in September 2017. Welsh is the main medium of the school's life and work. There are 153 pupils on roll, including 15 part-time nursery pupils. Pupils are taught in six classes, some of which are single age and some mixed-age classes.

Over a three-year-period, around 15% of pupils have been eligible for free school meals, which is slightly lower than the national percentage of 19%. Eighty two per cent (82%) of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds. The school has identified slightly over 15% of pupils as having additional learning needs, but very few have a statement of special educational needs. The percentage of pupils with additional learning needs is slightly below the national percentage of 21%.

The headteacher was appointed to the post in September 2017.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Ysgol Rhyd y Llan is a caring and inclusive educational community in which nearly all pupils make sound progress from their starting points. Natural spoken Welsh can be heard from pupils in lessons and informally during the day. Pupils' literacy, numeracy and information and communication technology (ICT) skills are developing well, whatever their ability. Pupils interact happily with each other and have positive attitudes to their work.

Teachers plan a rich range of activities for pupils across the school and provide effective developmental support. Teachers ensure that different skills are interwoven skilfully into tasks that stimulate pupils to discuss and work together maturely. Teachers and assistants provide effective support for pupils who have been identified as having additional learning needs. The school promotes awareness of its community and pupils' heritage successfully.

Under the headteacher's robust leadership, leaders and staff have a clear vision that is based firmly on raising pupils' standards of achievement and wellbeing. They evaluate provision and plan for improvement successfully.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Improve opportunities for pupils to develop independence and make decisions about their work
- R2 Expand opportunities for pupils to contribute to developing the curriculum
- R3 Share staff's expertise and good practices across the school

What happens next

The school will produce an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

On entry to the school, many pupils' literacy and numeracy skills are lower than expected for their age. During their time at the school, most make good progress. They recall their previous learning successfully and apply themselves fully during lessons.

Most pupils' oracy is sound. They use the Welsh language completely naturally, and the area's dialect can be heard in their lessons and when they talk socially with their friends. Pupils who are new to the Welsh language learn it quickly and develop confidence in speaking it from an early age. Many pupils in the foundation phase and key stage 2 express their opinions maturely and eloquently.

Most pupils' reading skills develop soundly from the outset. The youngest pupils recognise letters and simple words soon after they start at the school, and develop to read simple phrases and sentences in different contexts. They have a positive and enthusiastic attitude towards their work, and most discuss their books and stories that appeal to them. Most pupils in Year 2 read with a good level of accuracy. They give detailed attention to punctuation and vary their tone of voice in order to create an effect on the listener. The most able readers gather information maturely and use this information to enrich their work. Many pupils read in order to understand confidently, for example when reading instructions on how to make a caterpillar from paper circles.

Many pupils in key stage 2 read skilfully. They respond meaningfully to reading activities and show a good understanding of increasingly extended texts in Welsh and English. Most read enthusiastically and discuss authors maturely, including expressing an opinion about the genres that appeal to them most. More able pupils read with increasing fluency and select books that are of interest to them. They skim purposefully in order to gather information, and use this information to enrich their work, for example when discussing the challenges faced by quarrymen at Penrhyn quarry.

Many pupils in the foundation phase develop sound writing skills. They enjoy rich activities that provide opportunities for them to develop their writing skills in a range of contexts. In the reception class and Year 1, many pupils write maturely and at length when discussing different types of insects and birds. Many more able pupils in Year 2 write skilfully and accurately. For example, when writing a letter to the third little pig, they advise him to hide in case the wolf comes to look for him.

Most pupils in key stage 2 create an effective range of written work in Welsh and English. They show a good awareness of form, punctuate and spell correctly, and write to a good standard in various contexts across the curriculum. For example, they create a report to be broadcast, based on the experiences of different people during apartheid in South Africa. The most able pupils write at length to a very good standard, for example when creating a touching and highly effective description of a great aunt.

In the foundation phase, most pupils have a sound grasp of number skills and are able to apply them confidently when solving problems in the outdoor area. Many use scales successfully when weighing different objects with standard units. Many pupils in the reception class and Year 1 show a sound understanding of the properties of symmetry when creating attractive pictures from natural materials. Many pupils in Years 1 and 2 create accurate graphs of the number of different leaves and seeds.

In key stage 2, most pupils have good number skills. They have a sound understanding of number work, shape and data, for example when discovering the area, perimeter and volume of two and three-dimensional shapes in Years 5 and 6. Most pupils apply their skills effectively. For example, they find out how many children live in different streets in order to help Father Christmas with his work. Many more able pupils in Years 5 and 6 use their number skills very skilfully when scrutinising the money that has gone in and out of a bank account.

Most pupils across the school have good information and communication technology (ICT) skills. They use equipment and software confidently from an early age. For example, pupils in the foundation phase record their work in order to evaluate it. They are able to use software confidently in order to reinforce their numeracy and literacy skills. Most pupils in key stage 2 make mature choices about the most effective equipment to complete their work. They use QR codes confidently in order to display their work. They are able to use technical equipment maturely when giving feedback to their partner. They work together effectively when creating a video of their oral presentations and use green screen equipment in order present successfully.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe at school and know what to do if they are worried about anything. They behave very well in lessons, when moving around the school and during break times. Nearly all pupils are caring towards each other and older pupils, who are members of the 'Dreigiau Doeth' (Wise Dragons), take care of others during leisure time. Nearly all pupils treat adults and visitors with respect. They are polite and show pride in their school, their community and their language. They speak maturely and express an opinion clearly. They express their feelings regularly and are confident that the school responds to any concerns they may have.

Most pupils show a positive attitude towards their work and persevere well with tasks. They work effectively with their peers in groups and pairs, and respect each other's views. They discuss their work confidently and contribute to the next step in their work when given an opportunity to do so. Nearly all are ready to learn at the beginning of lessons. They listen attentively to presentations and change freely from one activity to another.

Nearly all pupils have a sound understanding of eating and drinking healthily. They understand the value of exercise and take pride in the sports clubs that are available during the day and after school. They understand the dangers that can arise in their everyday lives, including the importance of online safety, and know what steps to take in order to seek support, when necessary.

Most pupils have a good awareness of fairness and the importance of equal opportunities. They are sensitive to the needs of other pupils. Most pupils are aware of the importance of caring for their environment and their local community. A good example of this is the work of the eco committee which decided to ban dogs from the site due to the problem with dog fouling.

Most pupils have a thorough understanding of their leadership roles within the school. They are conscientious and take their responsibilities seriously as members of the school council, the eco council and the Dreigiau Doeth. The school council has raised money for a number of charities. They also contribute regularly to the local food banks. This has a positive effect on their understanding of other people's needs, in addition to developing a sense of pride in their community. They report back to their fellow pupils as a result of their discussions and decisions in meetings. These experiences prepare them to be principled and thoughtful citizens.

Nearly all pupils are aware of the importance of attending school regularly. They understand the school's guidelines with regard to attendance, and that attending school regularly has a positive effect on their progress over time.

Teaching and learning experiences: Good

Teachers engage and hold most pupils' interest effectively in lessons across the school. Staff have a constructive and highly supportive working relationship with the pupils in their care. This close and supportive relationship promotes progress among pupils successfully. Teachers and assistants have high expectations of all pupils. They set clear lesson objectives and devise appropriate success criteria with pupils. As a result, many pupils, particularly older pupils, understand how to evaluate their own work maturely. Similarly, foundation phase pupils understand the importance of developing independent learning skills from an early age. Staff develop awareness among pupils of the importance of persevering with tasks, and working with a friend to solve incidental questions as they work. Many pupils in the foundation phase make mature use of the 'llais bach ni' (our little voice) wall, for example when responding to an idea that was suggested by a pupil to create a puppet show about a small caterpillar and its friends.

Teachers provide an effective range of fun and stimulating learning experiences for pupils. In the foundation phase, there is a very effective balance between focus activities that are facilitated successfully by staff, and open-ended challenges in provision. Continuous provision and enhanced provision are used skilfully by staff in order to encourage the development of pupils' skills effectively. For example, they challenge pupils to create a track out of pipes in order to water a plant that needs water.

Staff also understand the importance of allowing less confident pupils to use provision in their own way in order to gain confidence gradually and build on previous learning experiences.

In key stage 2, teachers plan engaging learning experiences in order to ensure that pupils of different abilities are challenged to achieve to a high standard. Teachers provide activities with different levels of challenge, and pupils choose the level of challenge that is most suitable for them. Overall, most pupils make the correct choices and develop increasing independence.

Across the school, staff give purposeful oral feedback to pupils as they work on tasks. They discuss pupils' personal targets regularly with individuals. As a result, pupils have a sound grasp of what they need to do to develop their work further.

Staff's written feedback is effective and responds directly to the aim of the lesson and the agreed success criteria. Pupils are given regular and valuable opportunities to evaluate their own work and to give comments to their peers by using manageable and effective systems. Pupils fulfil this role sensitively and supportively, while also challenging each other to improve specific elements of their work. There are regular opportunities for pupils to reflect on feedback and re-draft elements of their work in order to strengthen it further.

Recently, key stage 2 teachers have introduced learning areas in their classes, and many pupils choose activities with increasing independence. However, in a few activities, the task does not enable pupils to make decisions for themselves.

Teachers plan rich opportunities in a range of contexts across the curriculum for pupils to develop their literacy, numeracy and ICT skills. They interweave elements of the curriculum skilfully in order to enrich pupils' learning experiences. For example, they evaluate indigenous music from Botswana as a prompt to create their own composition, and produce a video of the performance in order to share it on the school's computer system.

Care, support and guidance: Good

Staff create a caring, happy and inclusive ethos at the school in which everyone is respected and valued. The learning environment encourages pupils to take pride in their work and contribute effectively to school life. The school has appropriate arrangements to encourage eating and drinking healthily and physical activity. For example, they grow fruit and vegetables in the school garden and learn how to take care of them as they grow. An effective range of physical activities are held during lessons and as extra-curricular activities.

Thorough procedures for tracking and monitoring progress have a positive effect on pupils' standards of achievement. They enable staff to identify and support individuals and specific groups of pupils, including more vulnerable pupils and those with additional learning needs. Teachers identify pupils' needs at an early stage and provide purposeful intervention programmes for them, when necessary. Assistants work enthusiastically under the guidance of the additional learning needs co-ordinator to implement an effective range of intervention programmes. This enables pupils to make good progress in their literacy and numeracy skills as they move through the school.

Teachers plan beneficial activities to develop pupils' awareness and appreciation of Welsh history and heritage. For example, they study local history about the slate industry, the travels of Gerald of Wales, the history of Mary Jones and learn about the history of nearby castles. As a result, most pupils have a good understanding of the history of their local community and of Welsh culture. By taking part in local and national eisteddfodau and working with local artists, most pupils are given valuable opportunities to participate purposefully in the creative arts.

The school celebrates diversity, equality and multiculturalism successfully. It invites visitors from the local community to share experiences about the history of industries, which enriches pupils' first-hand experience of their theme work. Teachers provide rich opportunities for pupils to study the style of different artists, for example when emulating the work of Matisse. They celebrate multicultural festivals, for example when learning about the Chinese New Year. They learn about African culture through art and music activities, and this broadens their understanding of the wider world successfully. Daily acts of worship are held, which enable children to reflect and develop morality and values successfully.

The school provides good opportunities for pupils to join leadership groups, such as the school council, the eco council and the Dreigiau Doeth. Through the work of these groups, pupils have a positive effect on aspects of the school's life and work. For example, the Dreigiau Doeth operate skilfully to promote respect and co-operation between the school's youngest and oldest pupils. However, opportunities for pupils to contribute to decisions about the development of the curriculum are limited at the moment.

The school has strong and useful partnerships with parents, the community, other schools and external agencies, such as the speech and language therapist and the educational psychologist. There is a robust relationship between the school and parents. The school operates an open-door policy and communicates effectively with them in order to ensure that they are aware of daily events in the school's life. Staff organise activities to raise parents' awareness of different ways in which they can support their children at home, by conducting a questionnaire about reading habits and holding training for parents on how to promote positive behaviours in terms of literacy.

The school is kept clean and tidy. There are thorough arrangements for managing the site. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher provides highly caring and supportive leadership, and a robust strategic direction for the school, which leads successfully to promoting pupils' wellbeing and standards of achievement.

The school's management structure is effective and the headteacher is supported enthusiastically by all members of staff. For example, the school has started to plan to develop contemporary areas as part of the new curriculum for Wales, and current aspects such as the digital competence framework, in order to raise pupils' standards of achievement. The headteacher's high expectations lead successfully to developing pupils' wellbeing and standards through effective teaching in a caring and Welsh environment.

The headteacher, leaders and staff have worked together successfully to establish a new school by ensuring consistency in leadership strategies, teaching methods and promoting high levels of wellbeing. This has contributed significantly to the familial ethos of co-operation across the school. As a result, the school is an effective learning community that succeeds in achieving its objectives, which are to 'Provide high quality education for the area's children in a warm, supportive environment'.

Arrangements for staff meetings and meetings of the senior management team are sound and focus purposefully on extending pupils' outcomes. The clear staffing structure identifies specific staff responsibilities and, as a result, all members of staff have sound knowledge of their role within the school.

Self-evaluation arrangements consider first-hand evidence carefully. For example, leaders and teachers scrutinise pupils' work and the findings of lesson observations to evaluate progress against the current priorities. Purposeful performance management procedures lead to good identification of staff's personal development needs. For example, teachers are currently focused on developing pupils' independent learning skills.

Leaders use evaluation findings effectively, and this information leads directly to identifying the school's priorities for improvement. Leaders ensure that the current priorities are at the heart of the further development of the school and are given detailed attention, for example when developing provision to improve pupils' standards in ICT and ensuring consistency in the process for assessing and tracking pupils' progress. This leads successfully to providing activities that promote pupils' desire and enthusiasm to learn and work together successfully.

A number of links with nearby schools provides beneficial opportunities for teachers to work together on specific aspects, such as organising reading resources jointly. However, opportunities for teachers to exchange good practice and share expertise with each other are limited.

The governing body has robust knowledge of the school's performance and the effect of its procedures on pupils' standards and wellbeing. They share responsibilities conscientiously and undertake regular visits to evaluate the effect of provision on pupils' standards and wellbeing, for example in identifying developments in provision for ICT across the school. As a result, they hold the school to account and help to set a clear direction and strategies to develop the school further as an innovative learning community.

The school has an expansive and pleasant building, and a very good range of learning resources that promote pupils' achievement and wellbeing successfully. Expenditure is linked appropriately to priorities for improvement. The pupil development grant is used effectively to maintain support for specific pupils. As a result, these pupils make good progress over time.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2019: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 27/08/2019

This page is intentionally left blank

Name of School: Y Fali

Religious Education

Inspection area 1: Standards in religious education

How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What have we identified in their work that shows their progress over time?

- Use pupils' work, teacher assessments, learning walks, lesson observations to make a judgement.
- For further guidance, refer to: the Locally Agreed Syllabus (National Exemplar Framework), Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, WJEC examiners' reports.

FOUNDATION PHASE

Most children are beginning to become confident in discussing various matters at the start of Foundation Phase and are starting to recall stories and facts. By the end of the Foundation Phase, most of them can take part in pair, small group and whole class discussions and ask sensible questions.

Most can talk about their feelings, actions and opinions by the end of Foundation Phase and around half can describe and propose simple comments on others' perspectives.

Most of the children are starting to use simple religious vocabulary with increased confidence.

KEY STAGE 2

Most 3 / 4 children can recall, respond and communicate simply around some of the fundamental religious beliefs, teachings and practices researched. Very few start to note what is similar and different between religions.

By Yr 5 / 6, around half of the pupils are able to describe some religious practices and beliefs. They begin to realize that religion and beliefs impact the lives of believers.

Most Yr 3 / 4 children can describe and discuss their feelings. They begin to take responsibility for their actions. Most of them respect others' perspectives. Most begin to acknowledge that there is meaning to religious symbols and use simple religious vocabulary suitably.

By Yr 5 and 6, many of the pupils are able to explain how their feelings, actions and opinions impact their lives. Many of them can discuss how their decisions impact their own lives and the lives of others. Many of them use suitable vocabulary.

Through cross-curricular teaching, the pupils receive opportunities to use their speaking and listening, reading and writing and numeracy and ICT skills appropriately in religious education e.g. drawing up an advertisement for a new vicar job, writing poetry and making Eid celebration cards.

In Key Stage 2, Big Question plans and resources are now partly used in Religious Education between classes.

Notes:

FOUNDATION PHASE: More opportunities for discussions. Further develop questioning.

KEY STAGE 2: Expand the pupils' knowledge of religious practice and beliefs. Provide more opportunities to discuss similarities and differences between religions.

Our pupils' religious education standards are: GOOD

Inspection Area 2: Wellbeing and attitudes towards learning about religious education

What do you think our pupils gain from religious education?

- Use: pupils' work, analysis of a religious education questionnaire, minutes of meetings held by focus groups/School Council.

For further guidance refer to: the Supplementary Guidance: listening to learners (ESTYN, September 2017)

Most learners in both key stages show a good awareness of Christian values and beliefs, such as sharing with others and caring for them. Through their efforts to fundraise for charities such as Children in Need and the local charity, Lighthouse, all learners develop a good awareness of the fact that they are part of a worldwide community and that they have a responsibility towards their fellow man. Opportunities are provided to develop 'The Pupil's Voice' by giving the responsibilities of fundraising and deciding what charities to support to the School Council.

Through visiting places of worship in the area, all learners develop a good understanding of the significance of the main characteristics that belong to religious buildings. They show a good awareness of some special ceremonies held in such places such as baptism. They have good knowledge of some of the Bible's main stories.

All pupils know about, and celebrate the events of the Christian calendar, and take part in Harvest, Christmas and Easter holidays.

Pupils in both key stages describe characteristics in the lives of historical figures, e.g. Mari Jones, Florence Nightingale and Dewi Sant, who were important leaders or have caused change in the world.
 By the end of KS2, the pupils have a good understanding of reasons for pilgrimages undertaken by Christians, Jews and Muslims, and for the methods of carrying them out.
 Pupils develop good PSE skills as a result of the wide range of texts addressed in their religious education studies.

Notes:

Improve the provision for supporting the pupil's voice and presenting more opportunities to express an opinion and to discuss religious developments, concepts and aspects.

Pupils' attitudes towards religious education at our school are: GOOD

Inspection Area 3: Teaching and learning experiences in Religious Education

How good is the planning and teaching of religious education at our school? Give examples of rich learning experiences in religious education.

- Use: learning walks, lesson observation, pupils' work, interviews with pupils.
- For further guidance refer to: the Locally Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018).

FOUNDATION PHASE

- Foundation Phase teachers are familiar with the framework for introducing Religious Education
- The Foundation Phase plans ensure that the requirements of the framework are satisfied.
- The activities have been planned across the Foundation Phase and show progression from one class to another as a result of co-planning and co-discussing.
- Narrative resources, information books, big books, artefacts, ICT resources, visits/visitors to the school all spark interest and enrich provision of the subject.
- The local vicar comes to work with children once a month.

KEY STAGE 2

- During the Religious Education periods, the big questions are emphasised. The children's discussion and questioning skills are developing well.
- The children get to listen to stories and discuss aspects of them.
- Information technology is used to present areas of the syllabus and this is a spur for discussion work.
- Suitable resources and books are available at the school which are of high standard and are up-to-date. Video clips or local cases are used to present aspects of the work.
- Plans are available at the school but these must be looked at again as a result of re-organizing the school's classes.

Notes:

FOUNDATION PHASE Look again at the plans.

KEY STAGE 2 Look again at the plans as a result of class and personnel reorganisation.

Religious education standards at our school are: GOOD

Inspection Area 4: Care, support and guidance in Religious Education

To what extent do religious education lessons and activities help our pupils to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop certain values and to establish their spiritual and moral beliefs?

- Use: learning walks, lesson observation, pupils' work, interviews with pupils.
- For further guidance refer to: the Locally Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018).

A session of collective worship is held every day whether it is as a whole school, as a Key Stage or as an individual class. The services are based on Christianity. Parents have the right to remove their children from Worship sessions but nobody has currently chosen to do so.

During the worship session, the children have the opportunity to pray, sing, reflect, discuss, listen to stories, act, read etc. The local vicar conducts one service every month.

These sessions are used to discuss big questions and to present the classwork to the rest of the school. They are used as a tool to develop moral questions, areas of worldwide citizenship and personal and social development. We emphasize that similarities and differences must be celebrated.

The school takes part in the village church services e.g. Christingle, visiting local elderly people's homes and taking part in Urdd carol services.

The Headteacher carries out 'talk time' with Yr 5 and 6 children to share or discuss whether they have any concerns or even to say whether anything makes them happy. This makes children feel comfortable and safe at the school.

PSE matters are introduced across the curriculum. Circle time sessions allow for good opportunities for pupils to express an opinion, share and discuss their feelings and matters important to them. There is a procedure to discuss homework pupils haven't understood and an opportunity during class time to go over it which gives pupils the confidence to share any difficulties. The school has an effective active link with specialist agencies, including the education welfare service, medical services, education psychologists, the police, the school nurse and social services.

There is very little misbehaviour at the school and there are effective arrangements in place to deal with any incidents. The school's principles are clear and are very effective for everyone, and help pupils to differentiate between what is right and wrong and to develop self-respect. A reminder of this is given in morning assemblies. The school carries out 'Stars of the Week' which encourages and celebrates special behaviour and effort. There are very few reports of 'actual' bullying. The school adopts a very strict viewpoint on bullying.

Respecting multi-culturalism, encouraging aspects of diversity, anti-racism and development of fairness and equal opportunities are a natural part of the school. There is a clear emphasis on promoting the school's agreed values, and this has a positive influence on pupils' behaviour.

The school provides collective worship and services that play an important part in the spiritual, moral, social and cultural development of pupils. On the first Wednesday of each month, Cannon Philip Barratt gives a whole school service. This strengthens the community link and also gives further opportunities for collective worship. The school's collective worship implementation satisfies statutory requirements.

The school nurtures shared values such as honesty, fairness, justice and sustainability through the morning assembly in addition to work on the classroom floor. The school's family ethos is a positive characteristic and the school takes pride in all of its pupils.

Notes:

Discuss the collective worship sessions with all staff, and arrange periods to plan for these sessions. Put themes in place for the periods, ensuring that the plans emulate the classwork / class themes.

Does the school meet the statutory requirements for collective worship?

Yes

No

The contribution of religious education towards our pupils' development and community cohesion is: GOOD

Inspection area 5: Leadership and management in religious education

Does the subject leader for religious education have the necessary skills and understanding to lead the subject area effectively? How do you know?

- Use: schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the co-ordinator/link governor/SACRE representative, minutes of staff meetings, improvement plans, an evaluation of progress, case study following a school-to-school project.
- For further guidance, refer to: SACRE guidance

Notes:

Leadership and management of religious education in our school is JUDGEMENT

These details need not be shared with SACRE but the school needs to ensure that accountability is clear to staff and governors.

Matters for attention	Action to be taken	Whom?	By when?
-----------------------	--------------------	-------	----------

<p>FOUNDATION PHASE: More opportunity for discussions. Further developing questioning.</p>	<p>School assembly 3 times a week with religious aspects.</p> <p>Purposeful Religious Education lessons that give children the opportunity to discuss a big open question.</p>	<p>Teachers</p>	<p>Start January 2020</p>
<p>Discuss the collective worship sessions with all staff and arrange periods to create plans for these sessions. Put themes in place for these periods and ensuring that the plans emulate the classwork / class themes.</p>	<p>Consider the requirements of the new Curriculum for Wales and plan collective worship sessions to match these requirements.</p>	<p>Headteacher</p>	<p>January 2020</p>

A concise evaluation that will contribute towards the school's evaluation of 'Personal Development (4.2)'

The school provides collective worship and services that play an important part in the spiritual, moral, social and cultural development of pupils. On the first Wednesday of each month, Cannon Philip Barratt gives a whole school service. This strengthens the community link and also gives further opportunities for collective worship. The school's collective worship implementation satisfies the statutory requirements.

Headteacher:

Headteacher's signature:

Date:

Iolo Evans

Iolo Evans

09-01-20

Name of School:- Ysgol Rhoscolyn

Religious Education

Inspection area 1: Standards in religious education

How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What have we identified in their work that shows their progress over time?

- Use pupils' work, teacher assessments, learning walks, lesson observations to make a judgement.
- For further guidance, refer to: the Locally Agreed Syllabus (National Exemplar Framework), Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, WJEC examiners' reports.

Notes:-

FP

The majority of FP pupils have a good understanding of religious holidays and the majority can discuss these holidays in some detail. Most of them can contribute vocally to discussions on moral questions e.g. What makes a good friend, Why is it important to tell the truth etc. However, when a book scrutiny session was held, not enough evidence was seen of this in the children's books. A small percentage of KS1 pupils have good knowledge of Hinduism and are able to discuss artefacts relevant to this religion knowledgeably.

KS2

Most Yr. 3 and 4 pupils appear to be confident when discussing the Bible. They have very little knowledge of Christianity. They have some knowledge of other religions but this knowledge isn't firm yet. Year 5 and 6 pupils appear to be more confident in discussing the big religions, with many of them presenting work of high standard. However, they don't have much knowledge on the Bible, and rarely could they name main characters and familiar stories. In browsing through the workbooks, each piece of work had a visual title, which was praiseworthy and showed clear focus to the work.

Our pupils' Religious Education standards are: **satisfactory, with some areas requiring more attention.**

Inspection Area 2: Wellbeing and attitudes towards learning about religious education

What do you think our pupils gain from religious education lessons?

- Use: pupils' work, analysis of a religious education questionnaire, minutes of meetings held by focus groups/School Council.
- For further guidance refer to: the Supplementary Guidance: listening to learners (ESTYN, September 2017)

Notes: -

On the whole, the school pupils have a positive and healthy attitude towards Religious Education. The majority are ready to listen to the viewpoints of others in a reasonable and respectable way. Nearly all pupils are ready to take part in circle time sessions and are open to discussions that include moral, wellbeing and spiritual matters. A great majority of pupils show strong interest in the world's great religions and can discuss the meaning of different symbols knowledgeably and intelligently.

However, the subject of whole school assemblies must be considered and developed further.

The attitudes of pupils towards religious education at our school are: **positive and praiseworthy.**

Inspection Area 3: Teaching and learning experiences in Religious Education

How good is the planning and teaching of religious education at our school? Give examples of rich learning experiences in religious education.

- Use: learning walks, lesson observation, pupils' work, interviews with pupils.
- For further guidance refer to: the Locally Agreed Syllabus (National Exemplar Framework); Welsh Government

Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018).

Notes:-

In a majority of Religious Education lessons the standard and provision is good. The teachers' planning work shows a cross-section of different experiences offered to pupils, with emphasis on developing the pupils' spiritual beliefs. A great deal of the work refers to important dates in the Christian calendar and also other worldwide religions.

In the Reception pupils' books, evidence was seen of work in the Areas where children have the opportunity to chat, model and express their ideas regarding religious places. Evidence is also seen of cross-curricular experiences as the children successfully re-created the story of Palm Sunday out on the school grounds.

It was nice to see evidence of year 1 and 2 pupils having the opportunity to learn about Remembrance Sunday and to express their inspiration through artwork. The element of combining Religious Education naturally with the class theme is very successful.

At the bottom of KS2, it was seen that pupils have many opportunities to research the world's big religions and to try to work independently. Amongst the planning work, there was evidence that the learners' ICT work receives a forefront place as the teacher prepares a specific lesson.

At the top of KS2, a variety of challenging tasks are offered to the children e.g. writing a persuasion letter, conducting research into the Ganges river etc. There was evidence that the tasks were clearly differentiated, with strong focus and specific success criteria.

The standard of teaching religious education at our school is: good with the intention of developing further.

Inspection Area 4: Care, support and guidance in Religious Education

To what extent do religious education lessons and activities help our pupils to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop certain values and to establish their spiritual and moral beliefs?

- Use: learning walks, interviews with pupils, the school's collective worship programme, school newsletter, records of any hate crime/bullying.
- For further guidance refer to: SACRE Guidance, Guidance on collective worship (WASACRE), Supplementary guidance: collective worship in non-denominational schools (ESTYN, September 2017), Supplementary guidance: listening to learners (ESTYN, September 2017).

Notes:-

The school responds immediately to cases of bullying or hate towards others but there are very few of such cases. A high percentage of pupils show respect towards little children and adults as they hold doors open, speak maturely and lead visitors through the school. The 'dwi isho dweud' post box is located in the school foyer and is available for pupils to share their concerns confidentially. The School Council has a pastoral role and meets regularly to consider matters pertaining to the wellbeing of each pupil. The 'buddies buarth' system is very successful, as the 'buddies' monitor the yard in their yellow jackets and are of support to shy children that may be a less confident.

The school has strong links with the church and the local community. A small percentage of the community attends the school to share childhood experiences and to express local stories. The children's workbooks show evidence that there are firm links between the school and the church, with a number of trips and concerts held regularly during the school year. The rector of the church has also led some services in the school.

The school assemblies are arranged during the afternoon with emphasis on developing respectful, kind and peaceful pupils who have the qualities to be active citizens.

Does the school satisfy the statutory collective worship requirements?	Yes	✓	No	
The contribution of religious education towards pupils' personal development and community cohesion is: good with the need to strengthen some areas.				

Inspection area 5: Leadership and management in religious education	
<i>Does the subject leader for religious education have the necessary skills and understanding to lead the subject area effectively? How do you know?</i>	
<ul style="list-style-type: none"> Use: schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the co-ordinator/link governor/SACRE representative, minutes of staff meetings, improvement plans, an evaluation of progress, case study following a school-to-school project. For further guidance, refer to: SACRE guidance 	
<p>Notes:- Yes, the subject Leader has recently completed a detailed Comprehensive Report, specifically referring to the school's current provision and standards. This report was based on the following evidence:-</p> <ul style="list-style-type: none"> The professional opinion of the class teacher(s); Individual teacher(s) plans; Book scrutiny sessions; Informal interviews and discussions with groups of children and An evaluation of the school's progress by the Subject Leader. 	
Leadership and management in religious education is: good, with the need to continue to monitor improvement areas through the school.	

Areas for attention	Actions to be taken	Whom?	By when?
		These details need not be shared with SACRE but the school needs to ensure that accountability is clear to staff and governors.	
Timetable periods to study the Bible and Christianity.	Periods to study the Bible and Christianity are clearly timetabled.	Everyone	December 2019
Regularly incorporate elements of Religious Education into Circle Time sessions.	Evidence appears in the class teachers' work plans.	LLO, LW	December 2019
Offer a clearer structure to the school assemblies e.g. what is studied when and why?	Discussion during Wednesday evening with the intention of summarizing the contents of school assemblies.	Everyone	December 2019
Ensure that the school conforms to the requirements of the new curriculum in providing religious experiences.	Evidence appears in the class teachers' work plans.	Everyone	December 2019
Ensure that all pupils have the opportunity to reach their full potential	Evidence from different tasks appear clearly in the class teachers' work plans.	SR, BR	December 2019

as they study Religious Education.			
------------------------------------	--	--	--

A concise evaluation that will contribute towards the school's evaluation of 'Personal Development (4.2)'**Concise! Approximately 50 words.**

There is a lot of evidence here that the school develops pupils who will grow to be respectful and active citizens. Most pupils have a good understanding of the local community and the wider world. The school has already developed the 'buddies buarth' system which is of support in developing the ethos of friendliness and fairness throughout the school. The teachers' efforts to provide opportunities for pupils to differentiate between the good and bad are successful and the School Council is prepared to support and take an active role.

Consideration may need to be given to the quality of assemblies at the school to fully satisfy the statutory requirements of the school.

Name of coordinator:- Llinos Owen**Date:- Mai 2019**



Cyfarfod CYSAGau Cymru, Neuadd y Cyngor, Penmorfa, Aberaeron, Ceredigion SA46 0PA Dydd Iau, 21 Tachwedd, 2019
10.30a.m. – 3.30p.m.

Attendance

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT) Gwyneth Mai Hughes (GH)</p> <p>Blaenau Gwent Paula Webber (PW)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Angela Hill (AH)</p> <p>Caerffili/ Caerphilly Paula Webber (PW)</p> <p>Caerdydd / Cardiff Angela Hill (AH)</p> <p>Sir Gaerfyrddin / Carmarthenshire Aled Jones (AJ)</p> <p>Ceredigion Lyndon Lloyd (LL) Mary Parry (MP) Aled Jones (AJ) Lynford Thomas (LT) John Tudor Williams (JW) C. Joyce Howells (JH) Mary Davies (MD) Angharad John (AJ)</p> <p>Conwy Phil Lord (PL)</p>	<p>Sir Ddinbych / Denbighshire Phil Lord (PL)</p> <p>Sir y Fflint / Flintshire</p> <p>Gwynedd</p> <p>Merthyr Tudful / Merthyr Tydfil Angela Hill (AH)</p> <p>Sir Fynwy / Monmouthshire Paula Webber (PW)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd / Newport Paula Webber (PW)</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys</p> <p>Rhondda Cynon Taf Angela Hill (AH)</p>	<p>Abertawe / Swansea Jennifer Harding-Richards (JHR) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Angela Hill (AH) Marged Williams (MW)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Siôn (TaS)</p> <p>Sylwedyddion / Observers</p> <p>Cyflwynwyr/Presenters</p> <p>REMW Paul Morgan (PM)</p> <p>Minutes Gill Vaisey (GV)</p> <p>Incoming Secretary Alice Parry (AP)</p>
--	---	---

Prior to the meeting, musical items were enjoyed from pupils and staff of Aberaeron Primary School Choir.

Minutes of the meeting

1. Introduction and welcome

County Councillor Catrin Miles, Cabinet Member, Learning Services, Lifelong Learning and Leisure, welcomed everyone to Penmorfa Council Offices, Ceredigion. She informed members that she has responsibility for the Lifelong Learning and Leisure Service and has a great interest in the subject of religious education and how it sits within Ceredigion schools and within the new curriculum. She was pleased to be able to attend the meeting and that she was able to stay for the duration.

EE welcomed everyone to the meeting. He introduced Alice Parry who has offered to become the new WASACRE Secretary. Alice is a teacher representative on Bridgend SACRE. Members agreed unanimously to support the appointment.

Alice spoke of her enthusiasm for RE, for SACREs, and the opportunity to serve WASACRE as secretary.

EE also thanked Paula Webber, current secretary, for the enormous amount of work that she has done for WASACRE as secretary over her time in the role. He acknowledged that Paula had worked tirelessly on behalf of WASACRE and recognised how demanding this has been on her time, whilst also working on developing the new curriculum for Welsh Government and alongside her full time employment with EAS.

Members supported EE's comments and thanked Paula for her dedication and excellent work. Members were pleased to hear that Paula would still be part of WASACRE, in the role of immediate past secretary.

2. Quiet reflection

EE shared thoughts about times of turmoil. He spoke of the unease, unhappiness and disagreement within the country at present. He read some reflective prose by Satish Kumar, a member of the Jain community:

“Lead me from death to Life, from falsehood to Truth
Lead me from despair to Hope, from fear to Trust Lead
me from hate to Love, from war to Peace
Let Peace fill our heart, our world, our universe”.

3. Apologies

Apologies were received from Kathy Riddick (Blaenau Gwent), Rudi Lockhart (REC), Vicky Barlow (Flintshire), Michele Gosney (Estyn), Janet Jones (Caerphilly), John Mitson (Powys).

4. Presentation: EFTRE Conference 2019 – Gill Vaisey

Gill Vaisey gave a presentation, as way of feedback, from the European Forum for RE Teachers' Conference which was held in Dublin and Belfast in August 2019. She had

attended as a representative of WASACRE.

Gill spoke of the value and quality of the conference which took place over six days. Details can be found on the EFTRE website, including the keynote speakers' papers which are available to download from <http://www.eftre.net/>

In her presentation, Gill focussed on sharing some of the many teaching resources that had been highlighted during the conference. She stressed that she felt her attendance at the conference could have maximum impact by sharing these resources, via SACREs, with teachers in Wales, which would ultimately benefit pupils.

Gill highlighted one particular video resource and teaching strategy that she felt perfectly exemplified how the Humanities Area of Learning and Experience could be approached in schools. Using the 'Little Things are Big' video clips, Gill illustrated how this could be the basis of work to explore the Humanities What Matters statements and could be further developed within history, social studies and religious education subject areas.

Action: The PowerPoint presentation with links to the resources referenced will be made available to all SACREs. SACREs are encouraged to share this with teachers in their Local Authority.

5. Updates on the Curriculum for Wales 2022

PW gave an update on the developments following the consultation and feedback period which ended in July 2019. PW informed members that there will not be major changes from the draft to the final document. The Humanities Area of Learning and Experience is changing the least out of all the areas. The main changes will be around the 'achievement outcomes' which will become 'descriptions of learning'. The 'planning your curriculum' guidance will be slimmed down and will become a guide to 'designing your curriculum'.

The refined final version of the curriculum will be available in January 2020 and this will be implemented in schools and settings throughout Wales by September 2022.

LL stated that many people are not supportive of the new curriculum and that WG should be emphasising the moral role of RE. He suggested there will be a legal challenge to the new curriculum.

He referred to Gill's presentation in which she had referenced the Puerto Rican values placed on courtesy and he suggested that we live in an age of discourtesy and that the emphasis in the new curriculum should be on promoting values and morals in RE. He feels that the RE curriculum is too academic and not promoting values and moral education. He expressed concern that he felt there is no mention of the Christian traditions that exist in Wales.

PW expressed her wish to alleviate these concerns and stated that within the new curriculum, the Four Purposes, the What Matters statements, the Humanities AoLE and the Health and Well-being AoLE all address morals, values and ethics. She referred to the inclusion of the Welsh language concept of 'cynefin', meaning sense of place and that this is also being used in the English language version of the curriculum as a way of promoting the importance of pupils' sense of place in the world.

RT referred to the What Matters statements and that in particular statements 5 and 6 specifically explore ethics and beliefs.

6. Update on RE Framework

PW advised members that the Framework will no longer be referred to as the Supporting Framework but rather simply the RE Framework. It is intended that it will be published in draft form by the end of

January 2020 for consultation. The draft RE Framework will be published at the same time as the final new Curriculum for Wales is published.

A question was raised about whether the current consultation on changing the name of RE will affect the writing of the RE Framework.

PW confirmed that the outcome of the consultation relating to both the name change of RE and the right of withdrawal clause will have an impact on the RE Framework. Therefore, some sections of the Framework cannot currently be completed.

It is envisaged that the consultation period will commence as soon as the draft RE Framework is published. It was stressed by several members that there needs to be adequate time allowed by WG to receive feedback and make amendments as necessary before a final RE Framework is published. PL emphasised the need for WG to realise that SACREs need to meet within the consultation period as it is essential to obtain their feedback. PW reported that WG plan to send a letter to SACREs to this effect.

Action: It was agreed that WASACRE write to all SACREs to stress the importance of responding to the consultation on the draft RE Framework once published in January 2020. It is imperative that SACREs take this opportunity to fully consider the draft RE Framework and provide a detailed response to ensure that their views are communicated via the consultation and can thus be considered in producing a final version. Sharing your SACREs views at this stage is vital in the process of producing a document that SACREs will be willing to adopt or adapt to form their Agreed Syllabus. WASACRE recommends that an extraordinary SACRE meeting is convened by each LA in order to consider and respond to the RE Framework. This meeting would presumably take place in February 2020, depending on the time frame for the consultation.

A teacher representative explained that the spring term is the most difficult time for teachers to be out of schools to attend a SACRE meeting. EE agreed that teacher representation is important and sympathised with the difficulties in being released from school.

Members were reminded that the aim of WG is for Agreed Syllabus Conferences to agree to adopt or adapt the RE Framework and then recommend this to their LA for adoption as the Locally Agreed Syllabus.

In answer to questions, members were informed that the RE Framework will include a section on Post 16 RE even though this may not be compulsory at that stage if legislation is changed. The RE Framework will not include content but rather guidance for teachers on selecting content for their own curriculum development. The RE Framework will include a section on the Four Purposes and how RE will support these. 'Worldviews' is included in the RE Framework as it is in the Humanities AoLE.

PW and LJ advised members that they spent two days working on 'concepts' last week which will form part of the RE Framework. They are committed to producing a document that is useful to SACREs and Agreed Syllabus Conferences and most importantly that it is an accessible, easy to use document for teachers, should it be adopted as the Agreed Syllabus.

Teachers will need to design their own curriculum based on the Agreed Syllabus.

It was noted that if a SACRE does not wish to adopt the RE Framework they will be at liberty to produce their own Agreed Syllabus. However, having had the opportunity to feedback on the RE Framework and suggest any amendments, it is hoped that all SACREs would be happy to adopt or adapt the final version of the RE Framework as the basis of their Agreed Syllabus.

MP asked whether the RE Framework will be completed by the date envisaged, given the amount of work that still needs to be done.

It was explained that there is a limited number of days left for PW and LJ to work on the document under their current procurement agreement and this is unlikely to be sufficient time to complete the document as they would wish.

EE stated that a vast amount of money has already been spent on the production of the RE Framework and that it is essential that adequate further funds are made available by WG to ensure that the document can be completed and edited as necessary following the consultation. He stressed that work on the document needs to be continued by those RE experts who have already been involved in the writing process, in order to ensure continuity until the document is ready to be published in its final form.

RS proposed that WASACRE writes to WG and the Minister regarding the concerns outlined and supported by WASACRE members.

Action: WASACRE to write to WG and the Minister regarding the need for additional funding to be allocated to allow the further procurement of the RE specialists who have currently been involved in the writing of the RE Framework. The letter to note that this is essential in terms of ensuring continuity in the production of the document. It is also imperative that SACREs have confidence in the RE Framework and if they are to consider adopting or adapting it as their Agreed Syllabus, they will need to be assured that the input from the procured RE experts was consistent throughout the process, including post consultation edits.

A member queried why the RE Framework had not been shared as yet in order to aid discussion. Members were informed that the ownership of the document is with WG and they have not given permission for it to be shared at this time.

7. Welsh Government consultation on proposals to ensure access to the full curriculum for all learners

It was reported that the Executive had met to formulate a response to the consultation.

The response is attached as an appendix to these minutes.

EE invited responses from members on a few points.

In relation to the right of parents to withdraw their children from religious education, RT reminded members that Sally Holland, Children's Commissioner for Wales, had informed WASACRE that the child has a right to receive a full education.

In a show of hands from members, there was a clear consensus in agreement of the removal of the right to withdraw from religious education.

In relation to the proposed name change for religious education, the Chair asked for a 'straw poll' which resulted in votes as follows:

No name change: 7

Change to Religions and Worldviews: 0

Change to Religion and Worldviews: 6

It was highlighted that teachers are not familiar with the term worldview and this would be same issue in both the English language and the Welsh language.

PM suggested another name option could be 'Religion' as with History and Geography for example.

Other members suggested alternative names such as Religion, Values and Ethics or Religion and Philosophies.

LJ suggested that parents and children need to be assured of the true nature of religious education and the name of the subject is important in communicating this.

PW suggested that to add an 's' to religions as in the proposed 'Religions and Worldviews' significantly changes the nature of the name and does not reflect the current thinking about the nature of religious education. The term religion is a concept and fits in with the thinking behind the new curriculum. Thus, Religion and Worldviews is a more appropriate name.

RT explained that one organisation with which he is involved, feels that there is too much emphasis being given to the CoRE report for England. He is content with the term religious education and would prefer to keep this.

PW and LJ stressed that they feel the CoRE report is relevant to Wales even though the research was based in England only. EE reminded members that Wales had been asked if they wished to be involved from the outset and had declined.

8. Professional RE support for SACREs

It was noted that Phil Lord is now acting as a professional consultant to Denbighshire and Conwy SACREs, having reduced his number of working days with GWE.

Central South Consortium have secured the services of Angela Hill, as a RE Today Services employee, to provide professional support to the five SACREs within the consortium.

Mary Parry has re-joined Ceredigion SACRE as a member.

LJ again highlighted the issue that some persons being deployed to support SACREs are not being given sufficient time to carry out the role effectively. PL reiterated this issue and that even though time may be allocated to support the SACRE, this does not give additional time as necessary to support schools. PW reported that a paper still needs to be presented to Kevin Palmer to illustrate the need for each LA to have RE expertise to effectively support schools.

9. Up-dates:

REMW

Paul Morgan reported that REMW are proposing to re-create an organisation now to be called REW. They are carrying out discussions with various agencies in Wales who have an interest in the subject of RE and who might value a networking forum.

REC

PW reported on the meeting held on 6th November 2019. Two new member organisations were accepted onto the board: Association of Teachers of Catholic RE and Ismaili Council for the UK. PW gave a presentation on the new curriculum in Wales.

The REC is taking forward the recommendations of the commission that do not require legislative change.

She reported on the proposed research project into what is understood by the term 'Religion and Worldviews'. The REC is currently seeking funding for the project which they hope will culminate in a conference in June 2020.

NAPfRE

LJ reported on a productive meeting and that much time was spent on looking at the current

curriculum consultation in order to formulate a NAPfRE response.

LJ highlighted three items which NAPfRE would like WASACRE to consider –

- The number of students studying RE at ITE level at Trinity is now only 10. NAPfRE would like to propose that WASACRE write to WG to request that they offer bursaries for RE students to encourage recruitment.

Action: WASACRE agreed to write to WG in this respect.

- There is an issue of non-compliance of RE provision at KS4. Some schools have struggled to use the current RE GCSE specification in the limited time allocated for statutory RE. There seems to be a common trend for some schools to offer an alternative Equality and Diversity qualification instead of providing RE. NAPfRE suggests that WASACRE should remind schools of their statutory duty to provide RE and that these alternative qualifications do not meet the requirement to provide RE. A member suggested that the issue of non-compliance at Post 16 should also be included in the letter. Following debate on whether to include reference to Post-16 in the proposed letter, it was agreed that as schools are still obliged to work within the current legislation, they should be reminded that both KS4 and Post 16 provision is statutory.

Action: WASACRE agreed to write to Chairs of SACREs and Directors of Education in this respect as outlined above.

- WASACRE had agreed to fund training for professional advisers to SACREs and SACRE Clerks. NAPfRE would like to accept this offer and begin to plan the training programme. EE confirmed that this would be discussed at the next WASACRE Executive meeting.

AREIAC

GV reported that the AREIAC 2020 conference: ‘Deep Dive or Shallow Swim: From Syllabus to Classroom’, will take place on 6th and 7th July 2020 at the Windmill Village Hotel, Coventry and WASACRE members are invited to attend.

Focusing on curriculum development at both a national and local school level, the conference is open to all those interested in supporting quality RE. Day 1 will focus on Agreed Syllabus development and aims to support advisers and consultants who might be working with SACREs as well as being valuable to Chairs of SACREs and members themselves. Day 2 will build on this theme, with a focus on moving into school-based curriculum development and planning. Ofsted’s expectations in relation to a Deep Dive in RE will also be explored. This day will be valuable for all those who promote excellence in RE and teachers and others working directly with pupils are welcome.

Delegates can choose to attend both days or either one. The programme will flow from Monday to Tuesday but each day will also be valuable as a stand-alone event. Guest speakers so far, include, Paul Smalley, Kathryn Wright, Trevor Cooling, Paula Webber and Rudi Lockhart.

For full details and bookings can be made via the website or with Gill Vaisey conference organiser: areiac.org.uk/public/conf20 or areiacconference@gmail.com

10. Report from the executive Committee held on 30th September 2019

EE gave a verbal report from the Executive meeting to briefly outline areas discussed.

WG Matters: Termly meetings have been resumed between WASACRE representatives and WG with John Pugsley as their representative.

WG has confirmed that following the publication of the new curriculum, they will reconsider the legislation around Collective Worship as a separate area.

All legislation and guidance around CW will be separate to RE.

Professional Learning: PW and LJ met with Kevin Palmer and Pauline Smith. They have agreed funding specifically for RE professional learning. There is a strong will to provide support from within Wales and not from outside commercial organisations.

Meetings with Qualifications Wales: LJ, PW, EE, and RS met with representatives from QW - Philip Baker and Emer George. They are launching a consultation on all qualifications in Wales.

SACRE Handbook: EE has produced this document based on the current WASACRE Handbook and the NASACRE handbook. Once signed off it will be designed and produced as a PDF document that can be updated as necessary.

WASACRE Website: A sub-group of Executive members are pursuing the development of a new WASACRE website. Under correspondence relating to the website, the Exec agreed that the WASACRE website is not the platform for sharing published resources.

GDPR: EE is consulting with an expert in this area and will report back to the next Exec meeting on the requirements for WASACRE.

Twitter and Social Media: It was agreed that we need to raise the profile of WASACRE and should make better use of social media opportunities. GV has updated the WASACRE logo on the Twitter account.

Managing WASACRE Meetings: In order to ensure all agenda items are sufficiently covered in the time allocated for main meetings it was agreed:

there will only be an invitation to the Chair of SACRE or Director of the LA to give a very short welcome. We will not in future invite any items from schools etc. however, if a host authority wishes a school to have an input this will be before the meeting commences, so that the meeting may commence at the allotted time;

quiet reflection / thought for the day will continue but these will be kept short and succinct in view of the length of the business which needs to be covered;

questions to speakers need to be relevant to RE or CW only;

accuracy of minutes will be taken at the beginning of the agenda and matters arising at the end; and

the Chair of the meeting should be assertive as necessary in managing the relevance and length of discussions and input from members at the meetings.

11. The Effective SACRE

Not covered.

12. Minutes of meeting held in Conwy on 28th June 2019

The minutes were agreed as an accurate record of the meeting.

13. Matters arising

None

14. Correspondence

PW reported that she has received a number of letters from teachers enquiring about local loan resources. PW has referred them back to their local SACRE. This again highlights the issue of not having an adviser in each LA.

Anglesey SACRE had written to highlight the lack of Welsh medium teaching resources RS gave an outline of some of the issues around the lack of resources – including a delayed publication in Welsh of some of the WJEC materials. RS advised that there are no resources on Hinduism, for instance, even though she is teaching it in her school. Books are produced by WJEC but more titles are available in English than in Welsh. A member noted that more Welsh language speakers for examination marking are needed.

RS offered to share with others any of her resources that she has available or translated. GH from Anglesey SACRE thanked RS for the offer to share resources.

GV informed members that the 'Brexit Through the Lens of Ruth' material that she referred to in her presentation is also available in Welsh and she will add the link to the PowerPoint presentation.

A letter from the Interfaith Network highlighted material available on their website. PW advised that this is not necessarily RE related but may be of interest to members.

15. Show and tell

Gill Vaisey informed members that she is currently working with eight families to produce a series of books and online resources to support RE for 3 – 7 year olds. The 'Belonging and Believing: My Family' series, focusses on a five-year-old child within each family and portrays their everyday life and the ways in which their beliefs are expressed at home and in the community. Families reflecting Buddhism, Christianity, Hinduism, Sikhism, Judaism, the Bahá'í Faith, Islam and humanism are featured and, in some cases, reflect some lesser known traditions and expression of beliefs. GV expressed her gratitude to the families involved, most of whom live in Wales, and said she felt privileged to have been so welcomed into the lives of the families. She hopes the books and online resources will be available early in the summer term.

16. Any other business

None

17. Date for next meeting:

17th March 2020 – Merthyr Tydfill

EE gave thanks to all involved in the meeting with special thanks to:

Pupils and staff of Aberaeron Primary School Choir;

Dana Jones, Ceredigion SACRE Clerk;

Ceredigion County Council Translation Services; and

Cllr Catrin Miles, Cabinet Member, Learning Services, Lifelong Learning and Leis

This page is intentionally left blank



Cadeirydd /Chairman:
The Revd Canon Edward J Evans
15 St. Andrews Road, Bridgend, CF31 1RX
e-bost/e-mail: ejevans972@btinternet.com
ffôn/ tel : 01656 655511 / 07968 044583

Ysgrifennydd/Secretary:
Ms Alice Parry
39 Galleon Way, Cardiff Bay, CF10 4JA
e-bost/e-mail: alice.parry@bridgend.gov.uk
ffôn/tel: 07779 168084

16 February 2019

Dear Clerk to SACRE,

Following our normal annual process, I am writing to invite SACREs to make nominations for new members of the WASACRE Executive Committee. Please would your SACRE discuss any nomination that they wish to make at their spring term SACRE meeting. Please note that if your SACRE is already represented on the Executive committee, with the exception of Secretary, Assistant Secretary and Treasurer, according to the WASACRE Constitution you will not be able to nominate a person from your own SACRE at this time. However, this does not prevent you from nominating a person from another SACRE.

You will notice in the attached members list that there are 3 places available, one being the Vice Chair role. It is vital for WASACRE to retain a full and varied membership in order to continue its good work, including being a stakeholder for the Curriculum for Wales 2022. As such we ask for your careful consideration of this request and hope that we receive some nominations.

Please find attached a proforma that should be completed and returned to me at the above email/postal address by Friday 3 April 2020. I will send to you the list of the nominations before Friday 15 May 2020, so that your SACRE is able to discuss them in their summer term meeting in time for the vote at the Association's AGM in July.

Please note there is an expectation that nominees will be available to attend executive meetings regularly should they be successful in the election at the AGM in July.

We would like to thank you and your members for your assistance in this matter.

Yours sincerely,

A Parry

Alice Parry

Secretary to WASACRE



EXECUTIVE MEMBERS LIST 2019/2020

Chair- Edward Evans - Bridgend

Vice Chair- Rachel Samuel - Neath Port Talbot -**Vacant from July 2020**

Immediate Past Chair- n/a

Secretary- Alice Parry - Bridgend

Assistant Secretary - Libby Jones - Wrexham

Past Secretary – Paula Webber

Minutes Secretary – Gill Vaisey

Treasurer- John Mitson - Powys

Chair of NAPfRE – Libby Jones

1. Mathew Maidment- RCT (period of office- 2019-2022)
2. Andrew Jones - Cardiff (period of office 2019- 2022)
3. Marged Williams and Lucy Grant - Vale of Glamorgan (period of office 2019- 2022)
4. Tania Ap Sion- Wrexham (period of office 2017- 2020) – **Vacant from July 2020**
5. Alison Lewis- Swansea (period of office 2017- 2020) – **Vacant from July 2020**
6. Kathy Riddick- Blaenau Gwent (period of office 2018- 2021)

*Quorum is 5 members

**Majority vote will count



**Enwebiadau ar gyfer Pwyllgor Gwaith CCYSAGC/
Nominations to WASACRE Executive Committee**

2020

ENW CYSAG / SACRE NAME:

Enwebiad / Nomination	Enw / Name	Cyfeiriad e-bost/ E-mail address
Pwyllgor Gwaith/ Executive Committee		
Is-gadeirydd / Vice Chair		

This page is intentionally left blank

Ensuring access to the full curriculum

Consultation response form

Your name: The Revd. Canon Edward Evans

Organisation (if applicable): Executive Committee
of WASACRE – Wales Association of Standing
Advisory Councils on Religious Education

e-mail/telephone number:

ejevans972@btinternet.com

01656 655511 / 07968 044583

Your address: 15 St Andrews Road, Bridgend,
CF31 1RX

Responses should be returned by **28 November 2019** to:

Health and Well-being AoLE Team
Arts, Humanities and Well-being Branch
The Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to

e-mail: AHWB@gov.wales

Please indicate which of the following stakeholder groups you are responding as:

Child or young person	<input type="checkbox"/>
Parent/carer	<input type="checkbox"/>
Other family member	<input type="checkbox"/>
School, teacher, governor	<input type="checkbox"/>
Other education practitioner	<input type="checkbox"/>
Organisation or representative body	<input checked="" type="checkbox"/>
Individual	<input type="checkbox"/>
Other	<input type="checkbox"/>

Other (please specify): _____

Question 1 – What implications would there be for learners, parents/carers and schools if all learners were required to receive RE and/or RSE lessons in the new curriculum?

Please use the space below for your comments:

RSE – WASACRE will not be making any comments on RSE as this is not within our remit.

RELIGIOUS EDUCATION

WASACRE met on 21st November 2019. The Welsh Government consultation was discussed at length. It was agreed that WASACRE fully endorses all views of its' Executive, which had met on a previous date, regarding the Welsh Government proposal to remove the right to withdraw their children from RE.

WASACRE is disappointed that the consultation for RE and RSE are dealt with in the same consultation when the issues surrounding them are both complex and separate. WASACRE, along with several other organisations of significance and SACREs, requested during the feedback to the White Paper that the consultations on RE and RSE be held separately.

In principle the Executive Committee of WASACRE agree that it would be ideal to remove the right to withdraw where the teaching of RE is objective, critical and pluralistic. There are significant implications for learners, parents/carers and schools if the parental right to withdraw their children from RE were removed with the introduction of the new curriculum. WASACRE Executive members pointed out that if there had never been the right to withdraw it would appear ludicrous to introduce it now. In which case, is this law still fit for purpose?

The WASACRE Executive understands that the intention of Welsh Government is to include all learners in RE. WASACRE executive members agree with Welsh Government that learners are less likely to become ethically informed and achieve the four purposes without RE. Schools would miss lots of opportunities to enable learners to achieve the Four Purposes if learners are withdrawn from the subject.

It would indeed be very difficult in an interdisciplinary curriculum to withdraw learners from RE. If the right is retained, then the RE would need to be visible. For example, if you were looking at the Reformation in both history and in RE which parts would you withdraw learners from? WASACRE executive members agree that it is an anomaly that you can withdraw learners from an academic subject like RE and not from another academic subject where learners may indeed be exploring the same topic. We also understand that learners should have access to the full curriculum.

By removing the parental right to withdraw it is right that this is now no longer a school issue but becomes a WG issue. Schools would need guidance in dealing with parents who have previously held this right. WG could also be challenged in law if delivery as well as planning in schools is not deemed to be objective, critical and pluralistic. Legally RE has to be objective, critical and pluralistic in practice as well as in legislation in order to avoid legal challenges. There needs to be a clear complaints procedure for parents to follow if good RE is not being taught.

WASACRE Executive members would like to see the removal of the right of parents to partially withdraw their children from RE as sometimes this right has been used for reasons of prejudice.

In removing the parental right of parents some people argue that Welsh Government would be removing the ultimate responsibility of parents to educate their children. The implication of this would be great for some parents. There is a possibility that there will be a greater number of parents who might choose to home school their children as a result. Welsh Government could limit the consequences of this through a public dialogue, guidance for all stakeholders, professional learning for everyone involved in the education of children - Headteachers, SLT, practitioners, governors, SACREs, LA officers, etc., and guidance on school policies surrounding RE. Schools should put a policy on RE in their prospectus and on their website.

Regarding: Section 375(3) of the Education Act 1996 which provides that every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain. – It is not clear to Executive members whether it is the intention of Welsh Government to retain Section 375 (3) within legislation. If this is retained in law and RE remains ‘predominantly Christian’ how can it also be objective, critical and pluralistic and how, therefore, can you remove the right to withdraw? The danger here is that the legislation will contradict itself. However, Welsh Government has not overtly consulted upon this aspect of legislation in order to give the public a proper say on whether Section 375(3) should be retained or removed. Additionally, legislation needs to be future proofed. Currently the GCSE is 50% Christian for example, however, should the figures continue in a downward trend then the statement ‘in the main Christian’ may no longer be accurate. The language surrounding the term ‘principal religious traditions represented in Great Britain’ should also be considered – will this still appropriate for the new curriculum? What do we mean by pluralistic in the new curriculum? Questions such as: What religions should be studied? might be assumed and inferred. WASACRE Executive members suggest that this language isn’t inclusive and would not lead to objective, critical and pluralistic RE. In which case this has an implication on removing the parental right to withdraw from RE.

There needs to be a meaningful dialogue with parents to launch this right to withdraw and to maintain this understanding year on year. There should be training for headteachers to enable them to deal with this. SACREs should be able to advise on this and SACREs should engage with their communities. This would only be able to happen if there are professional advisers to SACREs within local authorities.

The issues surrounding the parental right to withdraw children from RE are very different in Faith schools to those within community schools. This makes it difficult to completely remove the right to withdraw. The new curriculum should be inclusive and Faith school syllabuses should give ‘due regard’ to the Humanities AoLE. However, RE will still be taught in a denominational way. As many faith schools are state funded and, therefore, paid for by the tax-payer, anyone has a right to send their children there regardless of whether or not they adhere to that particular faith. Therefore, many children find themselves placed within faith schools for numerous reasons, e.g. if it is their nearest school geographically, for social reasons, etc. It is right, therefore, that the parents of these children retain the right to withdraw their

children from denominational RE which may not be deemed by them to be objective, critical and pluralistic. There should be equality under the law for religions and for learners whose personal views should be considered no matter what their religion or belief might be. If the right to withdraw is removed there will be a reaction from people because of misunderstanding in society about what RE is. This might have implications for families e.g. a number of Jehovah's Witnesses families.

20. Implication – Wales has a compulsory national curriculum and locally agreed syllabus. Welsh Government has addressed this potential tension the White Paper by proposing that Agreed Syllabus Conferences pay due regard to the Humanities AoLE. However, if a SACRE were to decide not to adopt or adapt the RE Framework as the Agreed Syllabus would it possible to remove the right to withdraw? How would Welsh Government ensure that parents know what the RE Curriculum would look like under those circumstances? The Executive Committee suggest that it would be more important to remove the clause Section 365/3 to ensure Agrees Syllabuses are objective, critical and pluralistic. This is an additional reason why professional advisory support is needed for ASCs and for reasons of accountability reasons this support should not be bought in from external companies/bodies by LAs or regional consortia. The WASACRE Executive committee fully supports RE being locally determined. This falls in line with the principle of subsidiarity. Local SACREs take their role and responsibilities seriously. Unless RE is valued and supported by LAs and the Consortia then the principal of subsidiarity in itself is an obstacle to the removal of the right to withdraw.

Currently the right to withdraw also includes the teacher's right to withdraw from teaching RE. Welsh Government has not addressed this in the consultation despite WASACRE and other organisations pointing this out in their responses to the consultation on the White Paper. Is Welsh Government intending to consult on this issue? Is Welsh Government intending to remove this right from teachers? This is very important in the new curriculum as RE may well be taught by more non-specialists in a Humanities Curriculum. Some teachers may feel that to teach RE conflicts with their personal faith, belief or worldview. And, if this is legislation is retained then it might be more difficult to remove the right of parents to withdraw their children.

Question 2 – What support, information and guidance would be needed if this approach was adopted?

Please use the space below for your comments:

Executive members of WASACRE suggest that it needs to be made crystal clear that the proposal to remove the parental right of withdraw their children is from RE and not from Collective Worship.

There is misinformation amongst the public and within some schools about the nature of RE and there needs to be a public dialogue so that parents are more well informed about why this right has been taken away and about the nature of RE in the new curriculum. There may well be objections to learners having to participate in certain activities, e.g. some parents worry about their children participating in meditation, or yoga, or Expressive Arts projects that have a religious theme. Access to guidance, professional learning and advisory support is needed so that headteachers can best manage situations like this whether the right to withdraw is retained or removed.

If it is decided that the right to withdraw is removed for all learners from September 2022 there is a need for guidance for schools and headteachers on how they can best

manage the reintegration of learners that are currently withdrawn. Whatever approach is taken there needs to be support for headteachers in terms of practical guidance from WG for dealing with the transition. Additionally, parents in the future may have concerns regarding RE or over what their children are being taught in RE. Sharing of information with parents about what is being taught is vital, especially as this curriculum is based upon the principle of subsidiarity. This is also another reason why guidance and advice are essential. There may be a need to strengthen the role of the local SACRE. The lack of an advisory service for RE and SACREs is problematic given the sensitivities the subject has to deal with and the absolute need for good Professional Learning for RE. If there is to be no right to withdraw. Welsh Government must be seen to be doing everything within its power to avoid litigation and practitioners need to be protected by receiving good subject specific specialist training so that they are confident in delivering objective, critical and pluralistic RE. Practitioners should not live in fear of making mistakes in this delivery.

Question 3 – Our proposal is that parents/carers should not be able to prevent their child from having RE or RSE lessons. This will be rolled out from September 2022, for all primary age learners and learners in Year 7 in secondary school (with additional year groups being added each year).

Should the ability of parents/carers to prevent their child from receiving RE and RSE lessons also be stopped under the old curriculum from September 2022? (This would only have implications for learners in Years 8–11 in 2022, Years 9–11 in 2023, and so on.)

Yes	✓	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
------------	---	-----------	--------------------------	-----------------	--------------------------

Why do you think that?

If Welsh Government is arguing that not to allow all learners full access to a broad, balanced curriculum is an equality issue, then it seems logical that all learners be given equality at the same time. Legally the current curriculum for RE should also be objective, critical and pluralistic. It, therefore, it makes sense that equality should apply within both the current and new curriculum. Rolling out the right of withdrawal might undermine the thinking behind the proposed changes to legislation as this would be discriminatory to learners in years 8-11 who would not be accessing the whole curriculum.

On the other hand, to introduce a roll out would make it less challenging to headteachers. They would not need to have the conversation, and possible conflict, with parents of those children who are currently being withdrawn from RE about re-integration. Whatever path Welsh Government choose to take, there needs to be a clear path of action during the implementation of the new curriculum and beyond. For parents there needs to be discussion with schools, complaints procedures, etc. A document/policy needs to be ready and training received in advance setting out clear guidelines. There also needs to be clear description of what is being taught and why it is being taught so that it is clear that there is no need to withdraw from RE. SACREs, WASACRE and NAPfRE advisers might be able to assist Welsh Government with preparing the necessary guidance.

Question 4 – What is an appropriate name for ‘religious education’, to accurately reflect the broader scope proposed in for the new curriculum?

No change	<input type="checkbox"/>	Religion, values and ethics	<input type="checkbox"/>	Religions and worldviews	<input type="checkbox"/>	Other (please specify)	✓
------------------	--------------------------	------------------------------------	--------------------------	---------------------------------	--------------------------	-------------------------------	---

Other (please specify): **RELIGION AND WORLDVIEWS**

Reasons for your choice:

The WASACRE Executive Committee is in agreement that, if there is a name change for Religious Education, then it should be to **RELIGION AND WORLDVIEWS** as outlined in the Final Report of the Commission on Religious Education in England, where the name first appears. The commissioners of this document, made up of eminent scholars and experts in the field of Religious Education, thought long and hard about before recommending this name. WASACRE wholeheartedly appreciates the good intentions behind the WG proposal to change the name of the subject. However, WASACRE Executive members have major concerns about the preferred name proposed by Welsh Government. To add an 's' significantly changes the nature of name and does not satisfactorily reflect the nature of the subject, especially as it is intended within the new curriculum. The term Religions suggests content and would lead to the question: Which religions should we study? This, therefore, has the potential to be divisive. It also fails to fit with an objective, critical and pluralistic approach to RE.

The term Religion is a high-level, overarching concept and would be more fitting with the concept driven Curriculum for Wales 2022. Learners need to understand the conceptual category of 'religion' as well as other concepts such as 'secularity', 'secularism' and 'spirituality'. Understanding the origins and uses of the concept 'religion' will help to illuminate debates in the study of religion. It will enable learners to build a well-rounded understanding of religion as a force in shaping society. RE is a multidisciplinary field of study and it is vital that the new name reflects this. In our view only the name Religion and Worldviews does this. It continues to allow for a study of the concept of religion as it is currently explored in philosophy of religion, sociology of religion, religion and ethics, psychology of religion, religion and politics, religion and the state, and so on.

It is important to include the term Worldview in the name as a worldview is a person's way of understanding, experiencing and engaging with the world. This includes how a person understands the nature of reality and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments. When exploring worldviews learners would explore their the personal worldviews or themselves and other as well as institutional worldviews shared by groups, organisations or institutions. These include both religious and non-religious worldviews. The language of worldviews helps us move away from a divide between the religious and the non-religious. It recognises that non-religious worldviews draw on the heritage of religious ones, and vice versa. Understanding worldviews in this way will enable learners to engage with, and appreciate, the pluralistic society in which they live. WASACRE suggests that the name **RELIGION AND WORLDVIEWS** best describes the nature of RE in the new curriculum.

It is the view of the WASACARE Executive Committee that the suggested name Religion, Values and Ethics is unsatisfactory as is does not allow for the study of personal and institutional worldviews. In addition, values and ethics are the responsibility of all subjects and all practitioners to enable learners to work toward the Four Purposes. Developing values and ethics is not the sole responsibility of the RE teacher.

Worldviews is one word rather than two, or a hyphenated word as is sometimes the case in the consultation documentation. It is vital that this is consistent in all WG documentation including the Humanities AoLE where it appears as two words.

The Welsh translation 'Crefyddau a Bydolygon' is problematic as the meaning does not reflect the meaning of the English 'Worldviews'. It refers more to a scenic view rather than views and opinions as intended within the English use of the term Worldviews. Also, the term 'bydolygon' is a term that has never been used within Religious Education in a Welsh medium setting. A more appropriate name would be 'Crefydd a safbwyntiau byd eang' which would better reflect the understanding of the English name.

WASACRE met on 21st November 2019 and The Welsh Government consultation was discussed at length. The views of representatives from SACREs present at the meeting were divided. Half preferred to retain the current name Religious Education and half would like to see a name change to RELIGION AND WORLDVIEWS. Other names for the subject were mooted but didn't receive as much support. The meeting of the Association would like to point out the difficulties with translating the term Worldviews into Welsh as outlined above. They would also like to point out the difficulty in translating other subject specific terminology alongside words that affect the nature of RE including the term 'pluralistic'. It was suggested that a Welsh speaking specialist in Religious Education be involved in the editing of both the RE Framework and the Humanities AoLE.

Question 5 – We would like to know your views on the effects that not including a right to withdraw in the new curriculum would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

There should be no negative effects on the Welsh Language should this proposal be implemented.

Question 6 – Please also explain how you believe the proposed plan could be formulated or changed so as to have:

- iii) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- iv) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

There are many positive opportunities to develop Welsh Language in Religious Education.

RE and Welsh as statutory subjects on the curriculum should have parity. This was confirmed during the Humanities Planning meetings held between Welsh Government and WASACRE during the curriculum development process. How will Welsh Government ensure parity is achieved? In the same way that the new proposals

should not have a negative effect on the Welsh Language, they should equally not have a negative effect upon Religious Education.

Question 7 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

WASACRE Executive members appreciate the support that Welsh Government has given to both SACREs and RE during the curriculum design period. WASACRE appreciates the great deal of collaborative working that has taken place and the opportunity it has had to engage in the many consultations that have taken place.

The Executive Committee agrees with the Minister that all learners should have a broad and balanced curriculum. We would like to point out that the Ministerial forward refers to ‘a framework’ and not ‘frameworks’ for RE and RSE. We consider it confusing to refer to one framework for both RE and RSE.

We wish to make the following additional points with regard to the proposal:

19. We agree that RE has central role to play in realising the Four purposes and suggest that professional learning is needed in order to ensure that high quality RE is incorporated within the Curriculum. We suggest schools will need to be supported in exploring how RE fits into the Humanities curriculum, given that it sits outside the current curriculum. If all learners are to achieve the Four Purposes this is vital, as is a specialist advisory service.

We suggest that Welsh Government broaden and strengthen the role of SACRE as it is the role of SACRE to advise the LAs and their schools when dealing with complaints and the procedures surrounding them. The WASACRE Executive Committee is at pains to point out that this is the role of SACRE and should Estyn and the regional consortia play a role in this in the future, as these proposals suggest, the existing role of the LA and of SACREs ought not be undermined by changes to the wording of the legislation. If Estyn and the regional consortia are to have a future role then there needs to be dialogue and agreement around a shared vision for what that will look like in practice in order to avoid confusion.

22. It is important that the wording of this sentence stop after ‘RE takes account of non-religious worldviews’. It most definitely should not state ‘which are analogous to religions (for example, humanism)’ as this might suggest to practitioners that they are prohibited from exploring and discussing concepts such as secularism and atheism, etc. In a diverse society it is vital that all beliefs/worldviews should be open for discussion. This is reiterating the same point we made in the response to the White Paper. WASACRE Executive members are happy to discuss this with Welsh Government.

23. Worldviews is one word rather than two, or a hyphenated word as is sometimes the case in the consultation documentation. It is vital that this is consistent in all WG documentation including the Humanities AoLE where it appears as two words.

31 – The WASACRE Executive agrees that removing the right for parents to withdraw their children from RE would support the interdisciplinary approach in the new curriculum.

Proposals

33. How will practitioners ensure developmental appropriateness? There needs to be a subject specific advisory service and PL to support for teachers and practitioners. E.g. currently some of the content of the RE GCSE is being taught in years 8 and 9 and is sometimes inappropriate. This is happening because performance measures are encouraging schools to teach courses earlier and earlier. This is most definitely not developmentally appropriate and should be avoided at all costs in the new curriculum. The health and wellbeing of learners should take precedence over performance measures or any other reason why this developmentally inappropriate teaching is taking place. An advisory service linked to SACREs and the regional consortia could ensure this.

38. As the right to withdraw is a government issue any guidance and PL endorsed by Welsh Government would provide consistency, gravitas and aid to headteachers. The role SACREs should be strengthened to aid Welsh Government in monitoring RE.

39. WASACRE agrees with the WG suggestions in this point. How are we going to ensure high quality, developmentally appropriate RE provision? RE is locally determined and the role of the SACRE should be strengthened to deliver effective PL.

40. We agree that the right to withdraw is not an appropriate mechanism to deal with poor quality RE and that there are other more appropriate methods to ensure this. We agree that PL would be required. However, there is a gap in specialism within regional consortia and an inconsistency in culture between consortia. Some consortia are very supportive of RE and are making changes to ways of working to ensure the schools within their region are able to access advisory support via the consortia and not solely through the LA. Nevertheless, some of the consortia see the responsibility for RE solely lying with the Local Authority. It is the opinion of the WASACRE Executive that all stakeholders should work together to ensure high quality RE takes place in schools throughout Wales. Nevertheless, if there is to be a future part for the consortia to play, then the role of SACREs should not be undermined. A consistent process by which LAs, SACREs and consortia can work together needs to be developed nationally. Currently some consortia do not communicate with SACREs or seek the advice of WASACRE e.g. in seeking advice about appointing professional advisory support to SACREs. Very worryingly Wales has seen a rapid decline in RE advisory expertise in recent years due to this lack of communication.

41. Re “the focus on developmentally appropriate and culturally sensitive teaching and learning; and the emphasis on engagement with communities and recognising and responding to the background of learners in discussing these subjects, would provide appropriate safeguards for parents.” WASACRE Executive members point out that good RE has the potential to encourage community cohesion. In order for culturally sensitive teaching, etc, to take place then practitioners, SLT, schools, governors, SACREs, consortia advisors, etc need to be confident in what and how that is to be delivered so that this does not potentially undermine community cohesion. Training will be needed for all now and consistently in the future to ensure this.

42. WASACRE executive members agree with all points here.

43. Parents will be concerned that their children are being protected and there is a need to safeguard children from RE that is not taught in an objective, critical and pluralistic way.

Welsh Government is proposing to change the way we interact over this issue. Therefore, WG will need a procedure to follow to deal with these changes and not to let headteachers deal with this alone.

WASACRE are willing to support Welsh Government in considering the implications of removing the right to withdraw. SACREs and WASACRE are in the position to help you with this. SACREs could be part of the solution to the implications that might be brought about through this change to legislation.



Cadeirydd /Chairman:
The Revd Canon Edward J Evans
15 St. Andrews Road,
Bridgend,
CF31 1RX

e-bost/e-mail: ejevans972@btinternet.com
ffôn/ tel : 01656 655511 / 07968 044583

Ysgrifennydd/Secretary:
Paula Webber
EAS Offices
Tredomen Gateway
Tredomen Park
Ystrad Mynach
Hengoed
CF82 7EH

e-bost/e-mail: WASACRE@sewaleseas.org.uk
ffôn/ tel: 07904 644728

23 January 2020

Dear Directors of Education,

At the recent meeting of the Wales Association of SACREs, members received feedback from the National Advisory Panel for Religious Education (NAPfRE) and were made aware that increasing numbers of schools in Wales are looking for alternative approaches to meeting their statutory provision for Religious Education (RE) at Key Stage 4.

Currently in Wales there is only one specification for GCSE Religious Studies (RS), which has made it more challenging for schools to offer a qualification for both option RS learners and statutory RE learners that also offers schools value, in terms of achieving performance targets. As a result NAPfRE is seeing a growing trend in schools replacing the short course RS qualification (and in some cases the full course RS qualification) with an 'easier' skills based, unitised NCFE course in Equality and Diversity (or similar), that carries a higher number of performance points for schools (we believe as much as two Level 2 equivalent GCSEs). However, we also know from our NAPfRE colleagues that these courses only offer a superficial overview of some aspects of the current agreed syllabus and would require extensive planning and inclusion of significant, additional content by an RE specialist in school to ensure that the requirements of the agreed syllabus are met fully.

WASACRE is extremely concerned about this and at its last meeting, held on 21st November 2019, it was agreed that the Chair should write to all local authorities in Wales asking them to remind all schools in their authority of their legal responsibilities toward the teaching of RE.

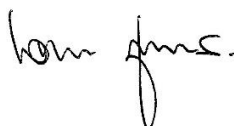
As such you are respectfully reminded that it is a legal requirement that every learner registered at a school in your local authority be taught RE according to the locally agreed syllabus, unless a pupil has formally been withdrawn from RE at the request of a parent or guardian, and it would be appreciated by both WASACRE and NAPfRE if this message could be reinforced in your authority's schools. The current agreed syllabus for your local authority is the National Exemplar Framework for Religious Education (2008). Pages 28 to 30 of the framework set out what should be studied at Key Stage 4. The framework states that all learners should be given fair access to qualifications based on the learning set out in the framework. The Equality and Diversity qualification does not

adequately assess the learning stipulated in the framework for RE and therefore, cannot be considered as a qualification which assess pupils' learning of RE.

As a result, if any schools in your local authority choose to substitute Key Stage 4 RE in favour of teaching this qualification alone (or one similar) it would mean that the school will not be fulfilling its legal obligation to provide RE for all registered learners (other than those withdrawn) according to the locally agreed RE syllabus. WASACRE and NAPfRE hopes therefore that before such a decision is taken, those responsible for curriculum design at the schools in your local authority will consider the implications of such a decision. Should any school wish to teach the Equality and Diversity NCFE course (or similar), it should be offered in addition to KS4 RE.

I hope that this letter is received in the supportive spirit in which it has been written. My colleagues and I at WASACRE and NAPfRE would be happy to discuss the contents of this letter with you in person, and indeed we would welcome an opportunity to do so.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Ed Evans'.

Revd Canon Edward J Evans
Chair of WASACRE



Cadeirydd /Chairman:
The Revd Canon Edward J Evans
15 St. Andrews Road, Bridgend, CF31 1RX
e-bost/e-mail: ejevans972@btinternet.com
ffôn/ tel : 01656 655511 / 07968 044583

Ysgrifennydd/Secretary:
Ms Alice Parry
39 Galleon Way, Cardiff Bay, CF10 4JA
e-bost/e-mail: alice.parry@bridgend.gov.uk
ffôn/tel: 07779 168084

10 February 2020

Dear Clerks to SACRE,

As you will be aware Welsh Government has been working on a supporting framework for religious education for the Curriculum for Wales 2022. This document was originally supposed to be published in draft on 28 January, 2020, for full consultation. WASACRE has been informed that there is a delay in the publication of the draft framework and that it is now due for publication at the end of February.

The WASACRE Executive Committee is keen for all SACREs to respond and provide useful and detailed feedback on this consultation in order to ensure that the voices of individual SACREs and the LAs they advise are heard. Unfortunately, it is likely that many SACREs will have already held their spring meeting by the time the draft supporting framework for religious education is published and as such the WASACRE Executive Committee would urge SACREs to consider holding an extraordinary meeting (possibly regionally with other SACREs, if that's helpful) in order to look at the draft and respond accordingly.

The Executive Board would like to remind SACREs that this document could well become the agreed syllabus for the schools within their Local Authority and as such will be followed by schools as they plan for RE within the new curriculum. It is essential therefore that this supporting framework for religious education suitably reflects the needs of the schools, teachers and learners in their local area and is appropriate to the local demographic.

If you have any questions or require any support, please get in touch.

Yours sincerely,

Revd Canon Edward J Evans
Chair of WASACRE

This page is intentionally left blank