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ISLE OF ANGLESEY
COUNTY COUNCIL

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RHYBUDD O GYFARFOD	NOTICE OF MEETING	
CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL (CYSAG)	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)	
DYDD MAWRTH, 18 CHWEFROR, 2014 am 2 o'r gloch	TUESDAY, 18 FEBRUARY 2014 at 2.00 pm	
YSTAFELL BWYLLGOR 1, SWYDDFEYDD Y CYNGOR, LLANGFNI	COMMITTEE ROOM 1, COUNCIL OFFICES, LLANGFNI	
Swyddog Pwyllgor	Ann Holmes 01248 752518	Committee Officer

AELODAU/MEMBERS

Cynghorwyr / Councillors:

W.T.Hughes, Gwilym O.Jones, R.Llewelyn Jones, Alun Mummery, Peter Rogers,
Dylan Rees (*Cadeirydd/Chair*)

Yr Enwau Crefyddol / Religious Denominations

Gwag/Vacant (Yr Eglwys yng Nghymru/The Church in Wales), Gwag/Vacant (Yr Eglwys
Babyddol/The Catholic Church), Stephen Francis Roe (Yr Eglwys Fethodistaidd/The
Methodist Church), Mr Rheinallt Thomas (Yr Eglwys Bresbyteraidd/Presbyterian Church of
Wales) (Is-Gadeirydd/Vice-Chair) Mrs Catherine Jones (Undeb y Bedyddwyr/The Baptist
Union of Wales), Yr Athro Euros Wyn Jones (Undeb yr Annibynwyr Cymraeg/Union of
Welsh Independents)

Athrawon/Teachers

Mefys Edwards (Ysgol Syr Thomas Jones), Alison Jones (Ysgol Parch.Thomas Ellis),
Bethan Ll.Jones (Ysgol y Graig), Gwag/Vacant (Penaethiaid Uwchradd/Secondary
Headteachers)

Aelodau Cyfetholedig/Co-Opted Members

Mrs Helen Roberts (Prifysgol Bangor University)
Y Parch./Rev. Elwyn Jones (Cyngor yr Ysgolion Sul/Sunday Schools Council)

AGENDA

1 PRESENTATION

To receive a presentation by St Mary's School.

2 DECLARATION OF INTEREST

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

3 MINUTES OF THE 26TH NOVEMBER, 2013 MEETING (Pages 1 - 6)

The minutes of the previous meeting of the SACRE held on 26th November, 2013 to be submitted for confirmation.

4 ANNUAL REPORT OF THE ANGLESEY SACRE 2012/13 (Pages 7 - 28)

To discuss the Authority's response to the recommendations of the report.

5 RELIGIOUS EDUCATION STANDARDS - SELF-EVALUATION REPORTS (Pages 29 - 40)

- To consider the self-evaluation reports of Ysgol y Fali and Ysgol Pentraeth.
- To consider the main messages from Estyn inspection reports in relation to Ysgol Ffrwd Win, Ysgol Caergeiliog and St Mary's School.

(Report of the Education Officer attached)

6 THE NATIONAL LITERACY AND NUMERACY FRAMEWORK AND THE REVIEW OF THE NATIONAL CURRICULUM WALES

To receive a presentation by Miss Bethan James SL GwE.

7 WASACRE (Pages 41 - 46)

- To submit the draft minutes of the meeting of the WASACRE held in Cardiff on 10th October, 2013.
- To consider nominations to the Executive Committee. *(Correspondence attached)*

8 CORRESPONDENCE

- Rev. Canon Robert Townsend
- The Office of Rhun ap Iorwerth

(Please refer to the report of the Education Officer under item 5)

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
(SACRE)
Minutes of the meeting held on 26 November, 2013**

- PRESENT:** Councillor Dylan Rees (Chair)
- The Education Authority**
- Councillors Gwilym O.Jones,R .Llewelyn Jones, Alun Mummery
- Religious Denominations**
- Mrs Catherine Jones (The Baptist Union of Wales)
Stephen Francis Roe (The Methodist Church)
- Teachers**
- Mrs Mefys Edwards (Ysgol Syr Thomas Jones)
- IN ATTENDANCE:** Mr D.Gareth Jones (Primary Education Officer)
Ann Holmes (Committee Officer)
- APOLOGIES:** Councillors W.T.Hughes, Peter Rogers, Mr Rheinallt Thomas
- ALSO PRESENT:** Miss Bethan James (GwE)

1 DECLARATION OF INTEREST

No declaration of interest was received.

2 MINUTES

The minutes of the previous meeting of the SACRE held on 28 June, 2013 were presented and confirmed as correct.

Matters arising –

- The Education Officer reminded Members as per the discussion at the previous meeting that the Anglesey SACRE body had historically reserved the right to appoint a Chairperson from among the LEA's representatives on the body and that the LEA had traditionally exercised its right to make the appointment. The Officer informed the SACRE that in the period since the previous meeting, Councillor Dylan Rees had been appointed to undertake that function and he introduced Councillor Rees to the SACRE as its new Chair.

Members of the SACRE unanimously endorsed the appointment.

- With reference to the two schools whose RE self-evaluation reports remained outstanding at the previous meeting, the Education Officer said that despite several requests for the information, the reports of Ysgol Pentraeth and Ysgol y Fali had yet to be received. He suggested that a letter be sent to the Chairs of the Governing Body of the respective schools. Members of the SACRE were in concurrence with this suggestion given that the information was essential for the body to carry out its monitoring responsibilities and having taking into consideration the fact that previous requests for the reports had been made.

Action Arising: Education Officer to write to the respective Chairs of the Governing Bodies of Ysgol Pentraeth and Ysgol y Fali about the availability of their RE self-evaluation reports and why their provision is important to the fulfilment of the SACRE's duties as a monitoring body.

- The Education Officer confirmed that information regarding access to the RE News website had been provided to the SACRE's Members and to other relevant personnel. Miss Bethan James, Systems Leader asked Members to share any information about local projects and good or innovative practices of which they might be aware so that these might be more widely disseminated.
- The Education Officer confirmed that the arrangements agreed at the previous meeting whereby the SACRE would request school self-evaluation reports on a cyclical basis both in the primary and secondary sectors had been put into effect and that the self-evaluation report of Ysgol Uwchradd Bodedern was the first secondary report received under the new system as included on the agenda.
- In relation to the provision of support for the SACRE, the Education Officer informed Members that the LEA has held discussions with the GwE with the outcome that 3 days per term of the Systems Leader's time will be made available to the SACRE. The support provided will take on the form of guidance, specialist input and reports to the SACRE but will not include undertaking visits to schools. The issue of support has been raised and taken forward at the North Wales level because of the statutory basis of the SACRE body. Miss Bethan James, Systems Leader said that she would be providing administrative support to the SACRE in the main although a request has been made that she continue in her representative role at meetings of the WASACRE. Due to the change in the nature of the support to be provided and the loss of the advisory input to schools by Cynnal, consideration needs to be given to how RE teachers will in future support themselves in their own professional development within the subject area. Consequently it will also fall to the SACRE as a body to advise the LEA in terms of facilitating a process whereby RE teachers can come together to refine and develop their skills and expertise.
- The Education Officer confirmed that the Estyn report of Religious Education in secondary schools has been circulated to the Island's 5 secondary schools as per the SACRE's request at its previous meeting.
- With regard to the review of National Curriculum subjects, the Education Officer informed the SACRE that the Welsh Government is until 17th January, 2014 consulting on proposals for a revised curriculum and assessment arrangements in Wales. The curriculum comprises of 11 subjects with RE as an additional statutory subject. This exercise represents the first phase of a two stage process and focuses on improving the teaching of literacy and numeracy skills across the Curriculum whilst the second phase will relate to the Curriculum content. The Officer explained that a new national Literacy and Numeracy Framework (covering Years 2 to 9) was introduced some time ago and that the first phase of the consultation seeks to better align the LNF and the Curriculum so that all subjects across the National Curriculum (and RE) provide opportunities to improve and develop literacy and numeracy skills. Miss Bethan James said that the indications at present are that RE will not be included in the second phase consultation on the review of the Curriculum on the grounds that the RE is not a curricular subject and that the RE syllabus is a matter for local SACRE bodies. However, discussions regarding this matter are on-going and RE Teachers are keen that the subject should reflect developments in other parts of the Curriculum. She said that she and her former humanities advisors who continue to support SACRE bodies have agreed to meet on 6th January to discuss and formulate a response to the first phase of the Welsh Government's consultation on behalf of the Wales RE Advisory Panel. She said that any observations which the SACRE's Members might have on the matter would be welcome.

In response to questions by the SACRE in relation to what the consultation might mean for standards, Miss Bethan James explained the background to the Welsh Government's emphasis on improving literacy and numeracy skills including questions raised around the consistency and validity of teacher assessments at KS3; questions around continuity between the primary and secondary sectors and the suggestion that Welsh school pupils are not achieving to the levels they might in the context of PISA tests because of weaker literacy and numeracy skills. The Secondary Teachers' representative highlighted what in practical terms the focus on developing literacy and numeracy skills has meant following the introduction of the LNF in terms of trying to apply those skills to subjects such as RE meaning that there is less attention given to the subject content although the standard of the end work might be better. The dilemma is around balancing the requirements of the LNF and improved literacy and numeracy standards against the completion of subject modules.

Since the SACRE felt it was not in a position to provide a formal response to the consultation at this meeting and in view of the fact that the body would not meet again until after the closing date for response, the Systems Leader suggested that feedback from the RE Advisory Panel's meeting on the 6th January be provided to the Education Officer to allow a response to be made by Anglesey. The Officer said that the question is - in the event of the establishment of a curriculum review group, does the SACRE want RE to be part of that provision or to remain as a separate stand-alone subject. Members of the SACRE believed it was important that Religious Education is included in discussions around a curricular review and that that view is made known ahead of the second phase consultation.

It was agreed that RE as a subject be included in discussions in preparation for the second phase of the Welsh Government consultation on Curricular content.

Action Arising: Systems Leader to provide the Education Officer with information on the outcome of the deliberations of the RE Advisory Panel from its meeting on 6th January, 2014.

3 ANNUAL REPORT OF THE ANGLESEY SACRE

The draft Annual Report of the Anglesey SACRE for 2012/13 was presented for consideration and approval.

Miss Bethan James, Systems Leader provided Members with background information to the preparation of the report along with a summary explanation of its contents which were based on the deliberations of the SACRE at its meetings held during 2012/13. The Officer proceeded to bring the following matters to the SACRE's attention –

- With reference to school's self-evaluation reports, whether the SACRE was happy to support the practice of naming those schools which had failed to submit a self-evaluation report for the SACRE.

Members discussed the matter and they sought clarification of the timescales and the work involved in completing the self-evaluation. The Systems Leader said that schools are expected to have undertaken the preparatory planning work making completion of the self-evaluation proforma a less onerous task.

In light of the fact that requests are made to schools to present their self-evaluation reports to the SACRE's attention for monitoring reasons and that an initial failure to do so is followed up by correspondence, the SACRE's Members were agreed with the principle that schools who still fail to comply be named in the Annual Report.

It was agreed that schools who fail to present their self-evaluation reports be named in the Annual Report. It was also agreed that Ysgol y Tywyn and Ysgol Llanddona be given the opportunity to amend their self-evaluation reports to include in the case of the former, a judgement on the quality of the outcomes or provision in Religious Education and on the quality of the provision for collective worship and in the case of the latter, to include a judgement on the provision of Religious Education.

- With reference to outcomes in Religious Education, whether the SACRE was happy with the practice of naming schools which are able to identify good features for the purpose of highlighting good practice to be drawn upon by other schools.

It was agreed that those schools able to identify good features be named in the Annual Report.

- With reference to the SACRE's recommendation to the Anglesey LEA with regard to outcomes in RE, whether the SACRE was happy to retain the recommendation that RE Co-ordinators be invited to present their work to SACRE Members.

It was agreed that the said recommendation be retained within the Annual Report.

- With reference to the section outlining the support provided by the Cynnal Advisory Services, the Systems Leader pointed out that consideration will have to be given to the contents of this section for the forthcoming year since the advisory branch of Cynnal was disbanded on 31 March, 2013.
- With reference to the list of Welsh Government publications in the form of guidance documents for RE teachers, the Systems Leader said that all but the *People, Questions, and Beliefs: Religious Education in the Foundation Phase* guidance had been formally considered by the SACRE. The Officer suggested that the document would be useful to primary schools as a repository of ideas to promote good practice although it was not currently available via the WG website. Members of the SACRE consented to the circulation of a copy of the guidance document to the Island's primary schools to be drawn upon for ideas and good practice.

It was agreed to accept the draft Annual Report of the Anglesey SACRE for 2012/13 subject to typographical amendments noted in the course of the discussion.

Actions Arising:

- **Education Officer to contact Ysgol y Tywyn and Ysgol Gynradd Llanddona to offer them the opportunity to re-submit their RE self-evaluation reports to include a judgement on the quality of the provision of RE and collective worship as relevant.**
- **Education Officer in consultation with Systems Leader to arrange for primary schools to receive a copy of the *People, Questions and Beliefs: RE and the Foundation Phase guidance document* to be used as a reference for ideas and good practice.**
- **Committee Officer to request the SACRE's Chair for 2012/13 to provide a foreword to the Annual Report.**

4 RELIGIOUS EDUCATION STANDARDS

- A report on KS3 Teacher assessments in RE along with the results of Summer 2013 external examinations was presented for the SACRE's attention. The report provided information on the standards reached, the comparative achievement of girls and boys and the number of candidates in the examinations.

The Systems Leader informed the SACRE that KS3 performance data for two secondary schools had not been received. It was agreed that the two schools in question – Ysgol Gyfun Llangefni and Ysgol Uwchradd Bodedern be requested to provide the said data. The Officer highlighted the fact that the gap in performance between girls and boys in one school was less than in some of the others – Mrs Mefys Edwards briefly explained the teaching approach in Ysgol Syr Thomas Jones. The Systems Leader suggested that the SACRE might wish to consider receiving a presentation on RE GCSE lesson content and specifically methods used to improve boys' participation and performance in RE as a subject area – perhaps a presentation by boys regarding their attitude towards RE as a subject. She also provided the Members with an explanation of the Religious Studies short course.

It was agreed to accept the report and to note its contents.

Actions Arising:

- **Education Officer and Systems Leader in consultation with the Chair to arrange for the SACRE to receive a presentation at its next meeting around standards and performance and to determine the content of the presentation.**
- **Education Officer on behalf of the SACRE to remind Ysgol Gyfun Llangefni and Ysgol Uwchradd Bodedern to make available RE KS3 performance data.**
- The report of the Education Officer providing a summary of the relevant parts of Estyn reports in relation to Ysgol Cemaes, Ysgol Corn Hir, Ysgol Moelfre and Ysgol Llaingoch was presented for the SACRE's consideration. Members noted the report.
- The RE self-evaluation report of Ysgol Uwchradd Bodedern was presented for the SACRE's consideration.

The Systems Leader said that the report provided an useful overview of standards in RE at the school as well as a taste of the kind of activities, tasks and discussions arranged as part of the RE provision at different stages and as part of collective worship arrangements.

The SACRE noted the report and expressed its appreciation of the information provided.

Action Arising: Education Officer to write on behalf of the SACRE to the Head of RE at Ysgol Uwchradd Boddeden to thank her/him for the report.

- The results of a questionnaire completed by Members of the SACRE at the end of the forum's previous meeting in June were presented. The questionnaire sought to gauge Members' knowledge and understanding of RE and collective worship as well as seeking to identify their views regarding recommendations for enhancing the effectiveness of the SACRE as a monitoring body e.g. by arranging for Members to attend a collective worship session in a sample of schools and/or to visit a school to discuss the school's self-evaluation of RE with the Re-Co-ordinator or Head of Department.

Whilst Members were agreed that it was important for the SACRE as a body to forge a closer relationship with schools particularly in light of the demise of the advisory service, they emphasised that any visits conducted should be on the basis of an invitation by an individual school and be undertaken by a representative group of the SACRE rather than by the body as a whole.

It was agreed to note the report and to endorse the recommendations.

Action Arising: Education Officer to consult with the Systems Leader regarding arrangements for putting the recommendations into practice.

5 ADVISORY SERVICE

It was agreed that this matter had been covered under matters arising on the minutes.

6 WASACRE

- The agenda of the meeting of the WASACRE held in Cardiff on 10th October, 2013 was presented along with the minutes of the Association's 19th June meeting held in Caernarfon, Gwynedd. The documentation was noted.
- The Treasurer's report for 2012/13 was presented and noted.
- A report on the WASACRE's activities during 2012/13 was presented and noted.

7 CORRESPONDENCE

The Education Officer referred to correspondence received and sent as set out in his report under item 4. The Officer drew attention to a request received and forwarded to him by the Secondary Education officer following an earlier meeting of the Gwynedd and Môn Local Safeguarding Board for a denominational representative to attend a meeting of the Board to be held at the Celtic Royal Hotel, Caernarfon on 28th January, 2014.

Mr Stephen Francis Roe expressed an interest in attending the meeting in his capacity as a Safeguarding Officer for the Wales Synod and was nominated to do so by the SACRE's Members.

8 NEXT MEETING OF THE SACRE

It was noted that the next meeting of the SACRE as scheduled for 2:00 p.m. on Tuesday, 18th February, 2014.

**Councillor Dylan Rees
Chair**

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Standing Advisory Council for Religious Education

**ANGLESEY
ANNUAL REPORT**

September 2012 - August 2013

Director of Lifelong Learning

Dr Gwynne Jones

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**SECTION 1:
EXECUTIVE SUMMARY**

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

Another year of our involvement with Religious Education and collective worship has passed, the only subject, as you are aware, of all the subjects taught in our schools, which is controlled at a local level by a council of local representatives.

We have had the opportunity, during the year to scrutinise many self-evaluation reports submitted by the county's schools. We congratulate the teachers and the pupils on their successes and appreciate the candid way in which head teachers have acknowledged areas which need improving. The standards of religious education and religious studies during the year were very encouraging. We celebrate the results, but hope that we will see the gap between the results of boys and girls close. We must thank the teachers for their commitment in all that they do.

I would like to take advantage of the opportunity to thank SACRE members for their commitment and loyalty during the period in which I was privileged to be Chairman. I also thank the various officers involved in SACRE for their support and perseverance.

It is fair to say that the support of CYNNAL will be missed now that the subject's advisory support provided by CYNNAL has ended. Despite this, I understand that under the new arrangements, Miss Bethan James' links with SACRE will not be completely lost.

Onward with the work, and may heaven smile on all your activities.

Best wishes,

E. G. Davies
Eurfryn G Davies.
Chairman, 2012-13

SECTION 2: ADVICE TO ANGLESEY EDUCATION DEPARTMENT

2.1 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.

2.2 The Locally Agreed Syllabus

Gwynedd and Anglesey SACREs have adopted the 'National Exemplar Framework for Religious Education for 5-19 year old learners' as the Locally Agreed Syllabus for Gwynedd and Anglesey (2008). The document is promoted during training sessions, courses and visits to schools. Materials to support the Agreed Syllabus are developed as part of the training programme.

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 secondary examination results;
- reviewing ESTYN inspection reports for references to 'religious education' or 'collective worship', and,
- Receiving regular reports from representatives of the CYNNAL advisory service.

2.3.1 Schools' self-evaluation reports

SACRE members resolved at their meeting on 14 February 2011, to continue to receive a copy of schools' self-evaluation of religious education and collective worship and asked head teachers to use a revised template. Anglesey SACRE, Anglesey head teachers and members of the National Advisory Panel for Religious Education (NAPfRE) have approved the new template which was redrafted in response to the new ESTYN Inspection Framework (Appendix 3.5). The SACRE clerk, who is an Education Officer for Anglesey Council is responsible for distributing and collating the self-evaluation reports. Primary and secondary schools are asked to submit a summary of their self-evaluation during the year when the school is inspected by ESTYN.

CYNNAL has developed guidance and an online template for primary and secondary schools to support teachers and head teachers in their self-evaluation. The supplementary materials include

success criteria, lesson observation, book review guidance, data analysis, making judgements on standards and cross curricular skills as well as exemplar questions which could be used when interviewing pupils. All Humanities training courses include an element of self-evaluation and endeavour to ensure that teachers are aware of any RE guidelines distributed by the Welsh Government. Teachers are advised to refer to the three key questions which form the basis of the ESTYN inspection framework.

1. How good are outcomes?
2. How good is provision?
3. How good are leadership and management?

Five self-evaluation reports were submitted from primary school head teachers during the year: Corn Hir, Llanfachraeth, Llanddona, Penysarn, Rhosybol, Y Tywyn. 5 schools which were inspected during 2012-13 failed to submit a self-evaluation report: Brynsiencyn, Cemaes, Llanbedrgoch, Pentraeth, Y Fali.

The report is a record of the school's response to key questions 1 and 2 of the inspection framework. Schools submit their concise judgement on the main strengths of learners' achievements in religious education and note the aspects which will be addressed in the following two years in order to raise standards. They also present a concise judgement on the quality of the provision of religious education and collective worship. Following the self-evaluation process, schools awarded the following grades*:

	How good are outcomes in Religious Education?				How good is provision in Religious Education?				How good is the provision for collective worship?			
	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory
Primary		5			1	4			1	3	1	
Secondary												
Total		5			1	4			1	3	1	

Nearly half of the self-evaluation reports reflect the requirements of Gwynedd and Anglesey SACREs by submitting evaluative comments based on specific evidence. In the best examples, the commentary was measurable and quantitative and made references to the Locally Agreed Syllabus. However in nearly half of the reports, the comments were descriptive and did not refer to the standards achieved in RE.

How good are outcomes in Religious Education?

Nearly half of the schools were able to identify good features such as:

- the ability of most pupils to describe and discuss the main features of religious ceremonies, holidays and celebrations, (Rhosybol, Penysarn);
- the ability of most KS2 pupils to identify the main features and artefacts associated with worship, and the importance of pilgrimage in many of the world's religions, (Rhosybol);
- the ability of most pupils to recall some of the beliefs, teachings and practices studied (Corn Hir, Penysarn);

- the ability of most pupils to identify the similarities and differences within and across religions, (Corn Hir).
- the ability of a minority of pupils to make connections between beliefs, teachings and practices and to describe the effect on the lives of believers, (Corn Hir);
- the ability of most pupils to understand symbolic language and to use a range of religious terms appropriately (Corn Hir), and,
- the ability of many pupils to discuss their own responses and those of other people to questions about life, the world around them and religion, (Corn Hir).

Around half the schools identified matters which require further attention during the next two years. School noted that teachers intended to:

- develop the ability of Foundation Phase pupils to pose questions and express opinions, (Corn Hir);
- ensure that religious education tasks challenge the more able pupils; (Corn Hir);
- develop Foundation Phase pupils' knowledge and understanding of some of the world's religions (Rhosybol), and
- further develop KS2 pupils' understanding of the links between religions (Penysarn).

How good is the provision for Religious Education?

Nearly half the schools identified good practices such as:

- teachers' good subject knowledge and the learning plans that ensure the progression and development of pupils' religious education skills (Corn Hir);
- the wide range of experiences which enable Foundation Phase pupils to make good progress in their knowledge, understanding, discussion and reasoning skills within the context of religious education (Corn Hir);
- detailed assessment methods that help teachers to provide tasks for different abilities, (Corn Hir);
- a good range of suitable resources, (Corn Hir, Llanfachraeth), and,
- teachers who are prepared to research teaching methods which are suitable for religious education, e.g. attending training courses, working with other teachers and reading 'RE News' (Rhosybol).

Around half the schools identified matters which require further attention during the next two years. School noted that teachers intended to:

- ensure greater opportunities for pupils to identify suitable success criteria and to reflect on their learning in religious education, (Corn Hir);
- continue to provide a wide range of interesting and valuable learning experiences, (Corn Hir);
- develop the ability of every pupil to respond to and discuss topics relevant to religious education, (Llanddona), and
- to develop pupils' awareness of fundamental questions, (Penysarn).

How good is the provision of collective worship?

All schools conform to the statutory requirements.

Around half of the schools identified good practices such as:

- the opportunities to explore moral, spiritual and religious attitudes and to nurture a community spirit, (Corn Hir), and
- the use of Bible stories and moral stories as a focus to collective worship sessions, (Rhosybol).

Around half the schools identified matters which require further attention during the next two years. School noted that teachers intended to:

- emulate the excellent practices in every collective worship session, (Corn Hir);
- ensure that every member of staff understands his/her responsibility for collective worship,(Corn Hir);
- further develop the ethos of all collective worship sessions so that they are different from the usual assemblies and whole school meetings, (Corn Hir);
- identify more opportunities for pupils to develop and lead collective worship sessions, (Rhosybol, Penysarn), and to
- use more multi-media presentations in the collective worship sessions, (Rhosybol).

SACREs Recommendations to Anglesey Council

- Improve the quality of schools' self-evaluation of religious education and collective worship;
- Develop co-ordinators' and subject leaders' knowledge and understanding of RE and their management skills;
- Consider actions to tackle schools which have failed to submit a self evaluation report to SACRE;
- Agree on a self evaluation timetable and protocol so that every school is aware of SACRE's expectations;
- Facilitate opportunities for teachers to share good practice in religious education and collective worship, and,
- Invite religious education co-ordinators to present their work to SACRE members.

2.3.2 Teacher assessment and external examination results in the secondary sector

Teacher assessments: Religious Education KS3

Departments judge pupils' attainment on the basis of the year's work, specific assessment tasks and tests. CYNNAL's advisory teachers have led many training meetings since 2007 in order to identify the characteristics of level descriptions and plan suitable learning activities.

Secondary RE departments were invited to submit portfolios of pupils' work to the attention of WJEC external moderators in 2010/11 a 2011/12 in order to moderate teachers' understanding of the level descriptions. This process ended during the Summer of 2012 and all departments have received a report outlining how the moderators had agreed or disagreed with the departments' interpretation of the level descriptions. The reports included advice for teachers if the moderators had failed to agree with the departments' interpretation of the levels. There will be no further opportunities to submit portfolios.

- 4 secondary departments have submitted portfolios for external moderation. Ysgol Uwchradd Caergybi did not submit a portfolio.
- The majority of departments have shown a good understanding of the characteristics of Levels 4 and 5, while nearly half of RE departments have a good understanding of the characteristics of Levels 6 and 7. Nearly all departments were advised to respond to some issues relating to the nature of the activities or assessment criteria.

SACRE Recommendations to Anglesey Council

- Provide support for the departments which had failed to present their portfolios or which had failed to show a full understanding of the level descriptions, and,
- facilitate opportunities for teachers to share good practice in religious education and collective worship.

The Welsh Government does not collect KS3 Religious Education data, so it is inappropriate to compare the performance of Gwynedd schools with schools across Wales. CYNNAL does collect KS3 data on behalf of Anglesey (A), Gwynedd (G) and Conwy (C) local authorities*.

Year	Schools	Pupils		%L5+		%L6+		%L7+	
		Anglesey	A+G+C	Anglesey	A+G+C	Anglesey	A+G+C	Anglesey	A+G+C
2012	4(5)+13(14)+4(7)	656	2,568	74.1%	74.1%	29.7%	43.4%	14.3%	12.7%
2011	3(5)+11(14)+2(7)	377	1,767	76.9%		26.0%		6.9%	

* By the end of the Autumn term 2012, every secondary school in Anglesey had submitted KS3 performance data, 13 out of 14 secondary schools in Gwynedd and 4 out of 7 schools in Conwy. Special schools did not submit teacher assessments for religious education.

° The moderation of religious education portfolios was completed in Summer 2012. This suggests therefore that there is a consistency in school's understanding of the attainment levels.

KS3 teacher assessments for Religious Education were received from 4 secondary schools in Anglesey.

- The average subject score for Anglesey was 5.05.
- Learners have attained L3 or below in 4 schools.
- The percentage of pupils who have attained Level 5+ varies from 63.2% from one school 80% to another school.
- Whereas there is a considerable variation in the percentage of pupils who have attained Level 5 in the 4 schools,(34.5% - 50.7%) the variation is not so significant at level 6 (21.6% - 30%).
- Pupils have been awarded L7 in 4 schools but the percentage varies from 2% to 17%. No pupil was awarded L8 in religious education.

GCSE Results: Religious Studies (full course)

Religious Studies is an optional examination subject at GCSE. A few schools have adopted the WJEC Religious Studies course as an accreditation for all pupils who follow the statutory Religious Education course. The range of subjects, examination boards and modular examinations makes it difficult to determine a mean score for all subjects. It is inappropriate therefore to compare school performances and pupils' performance in RE and other subjects. However this information is available in each school and RE heads of department are expected to refer to pupils' performance in other subjects as they self-evaluate standards in religious education.

	Number of schools	Number of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2012	4	46	110	156	43.5	65.5	59.0	76.1	94.5	89.1	100	100	100	44	50	49
2011	5	46	100	146	21.7	58.0	46.6	67.4	92.0	84.2	100	100	100	41	49	47

Very good results

- 156 candidates from 4 of the 5 secondary schools in Anglesey. The average score is 49, an increase of 2 points since 2011;
- The number of candidates who sit the examination varies from 20 pupils in one school to 55 in another;
- 59% of candidates attain A*/A grades (excellence) which is a significant increase (+12.4%) on last year's results.
- 89.1% of candidates attain Level 2 qualifications, (A* - C).
- All candidates have been awarded a Level 1 qualification in Religious Education.
- More girls than boys choose Religious Studies as a GCSE option, (B 46 : G 110).
- The results achieved by the girls are better than those achieved by the boys. The girls' average score of 50 is higher (+6) than the average score of 44 attained by the boys. A difference of +8 represents a GCSE grade. However, this year's results suggest that the gap between boys' and girls' performance is closing, (2012 +8).
- All boys and all girls attain a L1 qualification, but the gap between boys and girls is greater at the A/A* standard (gap=22%) than at Level 2 (gap=18.4%).

It's unlikely that schools will be able to access the RE advisory support after March 2013. Secondary heads of department might consider forming professional learning communities in order to research key questions relevant to GCSE Religious Studies.

GCSE results: Religious Studies (short course)

The data submitted represents the results of pupils who were 15 or older in January 2012. These pupils have chosen to follow a GCSE short course and have decided to 'cash in' their points instead of continuing with their studies in order to attain a full GCSE qualification.

Anglesey secondary schools	Number of pupils			% Excellence			% L2			% L1			Average subject score		
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2012	4	3	7				50.0	66.7	57.1	100	100	100	19	21	20
2011	32	37	69				65.6	86.5	76.8	100	100	100	20	24	22
2010	70	136	206				61.4	91.2	81.1	100	100	100	19	24	22

Candidates' average subject score in other subjects is unavailable to the Humanities Adviser. Consequently it is inappropriate to compare schools' performance. However, RE departments are able to access this data and they are advised to use it in their departmental self-evaluation.

SACRE's Recommendations to Anglesey Council

- Ensure that RE teachers are able to access the subject guidance offered by WJEC;
- Facilitate professional learning communities for religious education teachers to undertake action research into key questions such as:
 - *Why do pupils choose the subject? Why don't pupils choose the subject? Why do more girls than boys choose the subject?*
 - *What can RE departments learn from those departments which have been successful in supporting the boys as they prepare for the external examinations? What other strategies should be considered in order to narrow the gap between girls and boys?*
 - *How can departments challenge pupils to achieve work of the highest standard?*

2.3.3 ESTYN Inspection Reports

11 schools in Anglesey were inspected by ESTYN during the year. There were no references to religious education in the published reports. The standard of collective worship was good.

2.4 Response of Local Authority

The quality and development of educational provision in Anglesey's schools during the school year was reported upon in the Annual Report on the Education Service. With reference to Anglesey's Children and Young People's Plan 2011-2014, Core Aim 2 is relevant to the work of Anglesey SACRE.

Core Aim 2: Every child and young person has access to a comprehensive range of education, training and learning.

The purpose of this core aim is to ensure that 'all children and young people achieve their full potential and develop skills for life.

Anglesey Council and Gwynedd Council provide financial support to CYNNAL (the advisory service). CYNNAL appoints an Humanities Adviser to be responsible for Geography, History, Religious Education and Education for Sustainable Development and Global Citizenship and to provide curriculum support for the primary and secondary schools of the two authorities. A part time secondment (0.5 in 2011-12) is also offered to an advisory teacher.

2.4.1 The support of the advisory service

Since 1996, primary and secondary schools within the local authority have received the support of CYNNAL (the advisory service). The Humanities Adviser and the part time Religious Education advisory teachers visit schools as part of the 'entitlement programme'. Three advisory teachers supported schools during 2011-12:

- Mrs Leusa Jones (1 day a week): secondary support
- Miss Debbie Humphreys (1 day a week): primary support
- Mrs Nia Wyn Jones (0.5 day a week): primary support

The RE advisory team supports teachers as they plan programmes of study and assessment plans, prepare classroom activities and select suitable classroom resources. Developing thinking skills and assessment for learning are priorities for many of the county's teachers. CYNNAL supports schools that are preparing for inspection by helping teachers and departments to self-evaluate standards in religious education. The contribution of advisory teachers is invaluable as a means of disseminating good practice, developing interesting classroom activities and supporting teachers as they prepare for the future.

The Humanities Adviser and/or the advisory teachers have worked on behalf of Gwynedd and Anglesey education authorities and have submitted termly reports to SACRE. These presentations focussed on recent developments, pedagogy and resources and outlined the work undertaken in the local authority's schools.

The advisory team responded to the needs of schools in 2012-13 by:

- supporting schools in their delivery of the Locally Agreed Syllabus and the new self-evaluation framework. Support was provided at training courses, during school visits, by e-mail communication and on the CYNNAL Moodle site.
- Identifying the characteristics of a good self-evaluation, with particular reference to evaluative statements and measurable and quantitative evidence;
- Preparing and delivering training courses:
 - 'Closing the Gap: Effective Teaching and Learning' for secondary RE teachers. Teachers used samples of pupils' work and exemplar lesson observations in order to make a judgement on the standards of religious education and literacy achieved by pupils and on the standard of provision. Particular attention was given to the use of appropriate evaluative language when writing self-evaluation reports;
 - 'GCSE Religious Studies' for secondary RE teachers under the guidance of the WJEC subject leader;
 - 'Data and Mysteries: developing reading skills in the Humanities' for KS3 RE teachers. Teachers used a cross curricular mystery on the theme of 'Slavery' in

order to model a reading, oracy and writing activity. The afternoon session focussed on developing pupils' data reading skills as they used charts, graphs, tables and diagrams as evidence in their exploration of fundamental questions;

- 'What's the meaning of Christmas?' for primary RE teachers. A local church (Beaumaris Church), artefacts, Bible stories and carols were used to develop pupils' enquiry and literacy skills.
 - A 5 day Humanities training and development course for primary teachers. The theme of 'peace' provided a vehicle to develop teachers' knowledge and understanding of Buddhism and to model examples of extended writing activities for KS2 pupils. Teachers were also given the opportunity to self-evaluate RE standards. The impact of the training can be seen in the assignments submitted by the teachers following the course: schemes of work, action research, creating a pupils' profile of one attainment level;
 - Understanding Standards in KS3. The three RE advisers for North Wales worked together to organise a training course for KS3. The course was sponsored by WASACRE, the local authorities of North Wales and secondary schools. The course provided an opportunity to reinforce previous guidance as teachers discussed how they should plan and assess rich learning activities in religious education. Reference was made to the guidance published by the Welsh Government: 'Religious Education: Guidance for KS2 and KS3'. Representatives from 5 secondary RE departments in Anglesey attended the training event.
- observing newly qualified secondary religious education teachers;
 - using the CYNANAL Moodle Site to distribute guidance documents and exemplar resources for teachers, and,
 - share news and good practice in Anglesey by contributing articles to 'RE News'.

The Humanities Adviser attends the National Advisory Panel for Religious Education meetings and meetings of the Wales Association of SACREs. The Humanities Adviser is chair of NAPfRE this year. These meetings provide national forums to discuss matters relevant to Religious Education.

2.4.2 Support for schools after April 2013

The advisory branch of CYNNAL was disbanded on 31 March 2013. There are no subject advisers or RE advisory teachers serving the schools of Gwynedd and Anglesey. Miss Bethan James has been appointed as a system leader, working for GwE (the regional School Effectiveness Service)

2.5 Religious Education and the Welsh Government

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

- <http://wales.gov.uk> > search for Religious Education
- The National Exemplar Framework for Religious Education in Wales (2008)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils 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>)

SACRE’s recommendation to Anglesey Council

- Ensure that RE teachers are aware of the guidance documents available and act on the guidance.

2.6 Religious Education and ESTYN

Gwynedd SACRE recommends the following resources to RE teachers and head teachers:

- www.estyn.org.uk;
- Religious Education in Secondary Schools (ESTYN, June 2013), and,
- Supplementary Guidance: collective worship in non-denominational schools (2011).

SACRE’s recommendations to Anglesey Council

- Ensure that schools and secondary RE teachers are aware of the findings of the ESTYN report and act on the recommendations.

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:
 - ‘Supplementary guidance for inspecting collective worship in non-denominational schools’ (ESTYN, June 2013);
 - Guidance on Collective Worship (WASACRE, June 2012).
- Anglesey SACRE monitors standard of collective worship in schools by reviewing schools’ self-evaluation reports;
- Anglesey SACRE recommends that schools use a range of resources in order to provide meaningful collective worship sessions for their pupils:
 - CYNNAL’s Moodle site: guidance, exemplar timetables, a list of useful books and websites, exemplar materials provided by local primary schools;
 - Christian Aid’s monthly collective worship resources are distributed in the e-bulletin to every primary, secondary and special school in Anglesey.

Determinations

There was no request from any school for a determination in relation to collective worship

SACRE's Recommendations to Anglesey Council

- Ensure that schools conform to the statutory requirement for collective worship and provide quality collective worship sessions;
- Advise schools to use a range of resources in order to provide meaningful collective worship sessions. CYNNAL's Moodle site is a good starting point for guidance, an exemplar timetable, a list of books and websites and exemplar materials from local schools;
- Distribute the monthly Christian Aid collective worship materials to all primary, secondary and special school in Anglesey.

SECTION 3: ANNEXES

3.1 Administrative matters in relation to SACRE

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;

- The Association of School and College Leaders (ASCL)
- National Union of Teachers in Wales (UCAC)
- National Association of Schoolmasters and Union of Women Teachers (NASUWT)
- National Union of Teachers (NUT)
- Association of Teachers and Lecturers (ATL)
- National Association of Head Teachers (NAHT)

Elected members

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3.2 SACRE membership of Anglesey 2012-13

Christians and Other Religions

The Methodist Church

Union of Welsh Baptists

Presbyterian Church of Wales

Church in Wales

Union of Welsh Independents

The Catholic Church

Deacon Stephen Francis Roe

Mrs Catherine Jones

Mr Rheinallt Thomas

awaiting nomination

Prof. Euros Wyn Jones

awaiting nomination

Teachers' Unions' representatives

Association of School and College Leaders (ASCL)

Welsh National Union of Teachers (UCAC)

National Association of Schoolmasters and Union of Women Teachers (NASUWT)

National Union of Teachers (NUT)

Association of Teachers and Lecturers

National Association of Head teachers (NAHT)

Co-opted

~~Mr Alan Williams (Ysgol Caergybi)~~

~~Mr Nedy Edwards (Ysgol Syr Thomas Jones)~~

~~Ms Miriam Armitage~~

~~Mr Euron Hughes~~

~~awaiting nomination~~

~~Ms Eirini Williams~~

Alison Jones (Ysgol Parch T Ellis)

Bethan Ll Jones (Ysgol y Graig)

Local Members

Councillor E. G. Davies (Chairman)

Councillor Jim Evans

Councillor W T Hughes

Councillor Gwilym O Jones

Councillor R Llewelyn Jones

Councillor Alun Mummery

Councillor G O Parry (M.B.E)

Councillor Dylan Rees

Councillor Peter Rogers.

Co-opted members (non voting)

Mrs Helen Bradley Jones

Rev. Elwyn Jones

Bangor University

Sunday School Council

Officers

Dr Gwynne Jones

Mr Gareth Jones

Miss Bethan James

Mrs Leusa Jones

Miss Debbie Humphreys

Mrs Nia Wyn Jones

Director of Lifelong Learning

Education officer and SACRE clerk

Humanities Adviser CYNNAL

RE advisory teacher CYNNAL

RE advisory teacher CYNNAL

RE advisory teacher CYNNAL

Mrs Ann Holmes

Committee officer

3.3 SACRE meetings 2011-12

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2012-13, Anglesey SACRE met on three occasions:

9 October 2012
13 February 2013
28 June 2013

The following matters were discussed and further details are provided in the main body of the report:

- a) **Meeting held on 9 October 2012**
 - Anglesey SACRE's Annual Report (draft) 2011/2012
 - Support provided by the Advisory Service
 - How good are standards in religious education?
 - The findings of the Chief Moderator's Report on KS3 Teacher Assessment
 - School self-evaluation reports: Corn Hir, Llanfachraeth, Llanddona, Rhosybol.
 - Wales Association of SACREs: submit oral report for the meeting held at Llandudno Junction, Conwy on 26 June 2012.

- b) **Meeting held on 13 February 2013**
 - Standards of Religious Education: report by the education officer.
 - Support provided by the Advisory Service
 - Wales Association of SACREs: submit papers for the meeting held at Merthyr Tudful in November 2012.
 - 'SACREs and the Local Community' Report (WASACRE)
 - Anglesey SACREs Annual Report (final) 2010/11

- c) **Meeting held on 28 June 2013**
 - Support provided by the Advisory Service
 - How can SACRE undertake its responsibilities in the future?
 - Wales Association of SACREs: submit papers for the meeting held at Newport on 22 March 2012.
 - Review of the Locally Agreed Syllabus
 - Correspondence

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:

- Mr Eurfryn Davies (Chairman of Anglesey SACRE)

- Mr Rheinallt Thomas (a member of WASACRE executive committee)

3.3.2 The following provide SACRE with professional support:

Dr Gwynne Jones, Director of Lifelong Learning

Mr Gareth Jones , Education Officer and SACRE clerk

Miss Bethan James, Humanities Adviser, who serves Gwynedd and Anglesey as a member of the advisory company, CYNNAL.

Mrs Leusa Jones, Miss Debbie Humphreys, Mrs Nia Wyn Jones: part time advisory teachers

Mrs Ann Holmes, Committee Officer who minutes and administers SACRE on behalf of Anglesey Council.

Enquiries should be sent to the SACRE Clerk at the Education and Leisure Department, Ffordd Glanhwfa, Llangefni. LL77 7EY

3.3.3 The SACRE report was sent to the following organisations:

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

- Members of Anglesey SACRE
- Department for Education and Skills, Welsh Government
- Head of Anglesey's Education Department
- Anglesey Council Leader
- Council website for Anglesey schools
- Wales Association of SACREs

A printed copy was distributed to:

- Members of Anglesey SACRE

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

Rationale

Religious Education is locally controlled by a Standing Advisory Council on Religious Education (SACRE). It is made up of three committees: representatives of the principal religious traditions of the area, teacher representatives and local authority representatives. 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))

Anglesey SACRE believes that this advice should be based on current information and hopes that the following guidelines will enable headteachers to support SACRE in its duties.

In the past Anglesey SACRE has monitored religious education and collective worship by:

- reviewing ESTYN inspection reports;
- analysing the assessment and examination results within the secondary schools of the Local Authority;
- receiving regular reports from the representatives of the local school advisory service;
- inviting teachers and headteachers to share examples of good practice with SACRE members.

The new ESTYN Inspection Framework will no longer make specific references to Religious Education and collective worship. Anglesey SACRE would therefore like to take advantage of the procedures and practices that are currently used by headteacher and teachers as they prepare for the new Inspection Framework. It was resolved at the Anglesey SACRE meeting on 14 February 2011 that it 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 SACRE members.

Primary and secondary schools are kindly asked to submit a summary of the school's self evaluation to the clerk of Anglesey SACRE during the year when they are inspected by ESTYN.

Contact details:

Name (SACRE Clerk): Gareth Jones

Address: Education and Leisure Department, Ffordd Glanhwfa, Llangefni. LL77 7EY

Since 2008 the SACREs of Wales have adopted or adapted the National Exemplar Framework for Religious Education (DCELLS 2008) as their locally agreed syllabus. Members of the National Advisory Panel for RE have welcomed this consistency across Wales since it has allowed them to work together to prepare generic guidelines for schools and SACREs. Many SACREs in Wales have adopted a monitoring procedure/process similar to the one noted in this document.

Name of School:

Religious Education							
Key Question 1: How good are outcomes in Religious Education?							
<ul style="list-style-type: none"> Self-evaluation is based on lesson observations, evaluation of pupils' work and interviews with pupils. Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results. 							
References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education, Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Guidance and Exemplar Profiles (2011), 14-19 year old Learners (2009)							
Standards in Religious Education – progress in learning							
Areas for Development							
Excellent		Good		Adequate		Unsatisfactory	

Key Question 2: How good is provision in Religious Education?							
<ul style="list-style-type: none"> A self-evaluation should consider the following indicators: the time allocated to the subject, the subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used. An evaluation of lesson observations and pupils' work will allow schools to make a judgement on the quality of the teaching of Religious Education, and the extent to which pupils are motivated and challenged to achieve highly. In primary schools references should be made to the provision of 'People, Beliefs and Questions' for Foundation Phase learners as well as Religious Education at KS2. In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education). 							
References: ESTYN Inspection Framework 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education, Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Guidance and Exemplar Profiles (2011), 14-19 year old Learners (2009)							
The teaching: planning and range of strategies							
Areas for Development							
Excellent		Good		Adequate		Unsatisfactory	

Collective Worship							
Key Question 2: How good is provision in Collective Worship?							
Does Collective Worship meet the statutory requirements?						Yes	No
References: ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' (September 2013), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94), Guidance on Collective Worship (WASACRE 2012)							
Good features in relation to the quality of Collective Worship							
Areas for Development in relation to the quality of Collective Worship							
Excellent		Good		Adequate		Unsatisfactory	

Signed: (Head teacher)

Date:

3.6 Guidance for interpreting external examination data

What does the GCSE (full course) table show?

<p>Number of candidates</p> <p>B G Σ</p>	<p>This column shows the number of boys (B) and girls (G) who have followed a full GCSE course in Religious Studies and who have sat the examination this year. The Σ symbol shows the total number of candidates.</p>
<p>% Excellence</p> <p>B G Σ</p>	<p>This column shows the percentage (%) of boys (B) and girls (G) who have gained an A* or A in Religious Studies this year. The Σ symbol shows the total number of candidates.</p>
<p>% L2</p> <p>B G Σ</p>	<p>The range of qualifications available to candidates has led to a revised method of comparing the standards of the various qualifications. The Level 2 qualification represents A* to C grades in GCSE courses. This column represents the percentage of boys (B) and girls (G) that have achieved an A* to C grade in Religious Studies this year. The Σ shows the total number of candidates.</p>
<p>% L1</p> <p>B G Σ</p>	<p>The range of qualifications available to candidates has led to a revised method of comparing the standards of the various qualifications. The Level 1 qualification represents A* to G grades in GCSE courses. This column represents the percentage (%) of boys (B) and girls (G) that have achieved an A* to C grade in Religious Studies this year. The Σ shows the total number of candidates.</p>
<p>Average subject score</p> <p>B G Σ</p>	<p>Each grade is worth 6 points. Therefore an A* grade is equivalent to 58 points and a C grade is worth 40 points. The average score of all the subjects shows how this group of pupils (those who have sat Religious Studies in the school) have performed in all their subjects. . The total number of points gained by the pupils is divided by the number of pupils who have sat the examination n the school. This column therefore represents the average score of boys and girls in Religious Studies in the school and in the local authority. The Σ symbol represents the total number of candidates.</p>

What does the GCSE (short course) table show?

<p>Number of candidates</p> <p>B G Σ</p>	<p>This column shows the number of boys (B) and girls (G) who have followed a short GCSE course in Religious Studies and who have sat the examination this year. The Σ symbol shows the total number of candidates.</p>
<p>% Excellence</p> <p>B G Σ</p>	<p>The range of qualifications available to pupils has led to a revised way of comparing qualification standards. Short courses contribute 10% to the Level 1 and Level 2 threshold. An A* for the short course is worth 29 points.</p>
<p>% L2</p> <p>B G Σ</p>	
<p>% L1</p> <p>B G Σ</p>	
<p>Average subject score</p> <p>B G Σ</p>	<p>Each grade is worth 6 points. Therefore an A* grade (short course) is equivalent to 29 points and a C grade is worth 11 points. The total number of points gained by the pupils is divided by the number of pupils who have sat the examination in the school. This column therefore represents the average score of boys and girls in Religious Studies in the school and in the local authority. The Σ symbol represents the total number of candidates.</p>

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Rationale

Religious Education is locally controlled by a Standing Advisory Council on Religious Education (SACRE). It is made up of three committees: representatives of the principal religious traditions of the area, teacher representatives and local authority representatives. 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))

Anglesey SACRE believes that this advice should be based on current information and hopes that the following guidelines will enable headteachers to support SACRE in its duties.

In the past the Anglesey SACRE has monitored religious education and collective worship by:

- Reviewing ESTYN inspection reports;
- Analysing teacher assessments and the Authority's secondary school examination results ;
- Receiving regular reports from representatives of the schools/local advisory service;
- Inviting teachers and Head Teachers to share examples of good practice with the SACRE'S members

The new ESTYN Inspection Framework will no longer make specific references to Religious Education and collective worship. Anglesey SACRE would therefore like to take advantage of the procedures and practices that are currently used by headteacher and teachers as they prepare for the new Inspection Framework. It was resolved at the Anglesey SACRE meeting on 14/02/2011 that it 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 SACRE members.

Primary and secondary schools are kindly asked to submit a summary of the school's self evaluation to the clerk of Anglesey SACRE **during the year** when they are inspected by ESTYN.

Contact details:

Name (SACRE Clerk): Jane Marr

Address: Lifelong Learning Department, Ffordd Glanhwfa, Llangefni LL77 7EY

Since 2008 the SACREs of Wales have adopted or adapted the National Exemplar Framework for Religious Education (DCELLS 2008) as their locally agreed syllabus. Members of the National Advisory Panel for RE have welcomed this consistency across Wales since it has allowed them to work together to prepare generic guidelines for schools and SACREs. Many SACREs in Wales have adopted a monitoring procedure/process similar to the one noted in this document.

Name of School: Ysgol Gymuned y Fali	Religious Education
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Key Question 1: How good are the outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations of pupils’ work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers’ assessments and/or examination results.

References: ESTYN’s Inspection Framework Section 1 and the Local Agreed Syllabus

Standards in Religious Education – progress in learning

The pupils show a good understanding of the importance of worship, places of worship and religious artefacts. They know about the main Christian religious holidays and are able to discuss them eg Easter and Christmas and by KS2, the majority of pupils know about holidays such as the Pesach and practices such as the Muslim’s prayer procedure.

Opportunities are given for all pupils to contribute orally to discussions on moral questions. The majority of pupils are confident in discussing moral and cultural matters.

Circle time sessions are an integral part of every class’ work from reception to year 6. The pupils respond well. The pupils use ICT to find information confidently.

Matters for attention
Give more attention to the big questions

Excellent		Good	✓	Adequate		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?

- Self-evaluation should consider the following indicators: the time given to the subject, subject information, specialism and the teachers’ professional development, the suitability of the study programme and the range of learning resources used.
- Evaluation of lesson observations and pupils’ work allows head teachers and heads of department to come to an opinion about the quality of teaching in Religious Education lessons in the school, and to what degree are pupils motivated and encouraged to attain high standards.
- Primary schools should refer to the provision ‘People, Beliefs and Questions’ for Foundation Period learners as well as Religious Education in KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN’s Inspection Framework Sections 2.1 and 2.2 and the Local Agreed Syllabus

The teaching: planning and range of strategies

There is appropriate planning on the basis of ‘People, Beliefs and Questions’ for Foundation Period learners and the agreed syllabus in Key Stage 2.

In the Foundation Period, the pupils develop an understanding of the importance of the community and people who assist in the community in studying themes such as People who help us, animals etc..

The ‘Personal and Social Development’ area is developed well in the Foundation Period. Pupils behave well, politely and respectfully towards adults and towards each other.

In key stage 2, pupils continue to extend their knowledge of Christianity, Judaism and Islam as they compare some of their beliefs and practices. Good use is made of religious texts, people, communities and artefacts, as

part of resources for teaching the subject.

The staff give advice and guidance to parents and pupils in several areas. Great emphasis is being placed on promoting pupils' spiritual, moral and mental development. This is carried out through services, PSE lessons and circle time. A service is held as a whole school three times a week and in the individual classes twice a week.

A new area co-ordinator has been appointed.

There has been no case of racial response. Respect is promoted towards racial variance and equality through various activities and themes eg Dyddiadur Kabo (Kabo's Diary).

Matters to be given attention

- A need to look at the work plans ensuring progression . Give further attention to developing literacy through Religious Education.
- Observe lessons as part of the school's self-appraisal work.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is the provision for collective worship?

Does the collective worship conform to statutory requirements?

Yes

No

References: ESTYN's Inspection Framework Section 2.3.1, 'Supplementary guidance on inspecting Collective worship in non-denominational schools' (ESTYN, September 2010), 'Religious education and Collective Worship' (Welsh Office Circular 10/94)

Good characteristics in relation to the quality of the Collective Worship

All the school's pupils take part in collective worship sessions . This happens 3 times a week as a whole school and twice a week as individual classes.

There is a very close link between the school and the local church. The Vicar leads one service a month.

The pupils are allowed to go into the church to hold a Thanksgiving service and a Christingle service. Parents are invited to these services.

All pupils understand the importance of worshipping to Christians and they are confident in discussing order of service and artefacts.

The services reflect the school's Christian ethos.

The school promotes spiritual, moral, social and cultural development well. This is a happy school where friendship is evident. The pupils contribute effectively to our services by arranging contributions beforehand and by sharing feelings at the time.

Through our services and the circle times, the pupils have opportunities to meditate on their own and other people's lives; consider life's basic questions; meditate on their own beliefs or values.

Effective Circle time sessions are held in each class.

The school promotes values such as honesty, tolerance and fairness well.

The school also promotes the development of a sense of responsibility well, as the pupils are involved with each other, deal with their class tasks and take part in extra-curriculum activities.

Matters for attention in relation to the quality of Collective Worship

Plan more strategically for services. Develop specific themes.

Excellent		Good	✓	Adequate		Unsatisfactory	

Signed: *Jeannie Evans* (Head Teacher)

Date: 13/2/13

Rationale

Religious Education is locally controlled by a Standing Advisory Council on Religious Education (SACRE). It is made up of three committees: representatives of the principal religious traditions of the area, teacher representatives and local authority representatives. 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))

Anglesey SACRE believes that this advice should be based on current information and hopes that the following guidelines will enable headteachers to support SACRE in its duties.

In the past the Anglesey SACRE has monitored religious education and collective worship by:

- Reviewing ESTYN inspection reports;
- Analysing teacher assessments and the Authority's secondary school examination results ;
- Receiving regular reports from representatives of the schools/local advisory service;
- Inviting teachers and Head Teachers to share examples of good practice with the SACRE'S members

The new ESTYN Inspection Framework will no longer make specific references to Religious Education and collective worship. Anglesey SACRE would therefore like to take advantage of the procedures and practices that are currently used by headteacher and teachers as they prepare for the new Inspection Framework. It was resolved at the Anglesey SACRE meeting on 14/02/2011 that it 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 SACRE members.

Primary and secondary schools are kindly asked to submit a summary of the school's self evaluation to the clerk of Anglesey SACRE **during the year** when they are inspected by ESTYN.

<p>Contact details:</p> <p>Name (SACRE Clerk): Jane Marr</p> <p>Address: Lifelong Learning Department, Ffordd Glanhwfa, Llangefni LL77 7EY</p>

Since 2008 the SACREs of Wales have adopted or adapted the National Exemplar Framework for Religious Education (DCELLS 2008) as their locally agreed syllabus. Members of the National Advisory Panel for RE have welcomed this consistency across Wales since it has allowed them to work together to prepare generic guidelines for schools and SACREs. Many SACREs in Wales have adopted a monitoring procedure/process similar to the one noted in this document.

Name of School: Pentraeth	Religious Education
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Key Question1: How good are the outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations of pupils’ work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers’ assessments and/or examination results.

References: ESTYN’s Inspection Framework Section 1 and the Local Agreed Syllabus

Standards in Religious Education – progress in learning
FP

The pupils show a good understanding of Christian religious holidays in the FP namely Thanksgiving, Christmas and Easter. They are able to discuss the Bible, the Holy Book, and are able to tell stories from the Bible. The majority of the pupils are able to discuss this holiday in some detail. The majority are able to contribute orally to discussions on moral questions e.g. What makes a good friend, Why is it important to tell the truth etc. Circle time sessions take place daily and the pupils respond well with a small number responding very well. They have a good understanding of places of worship such as the Chapel and the Church as well as of Christian and Jewish religious artefacts.

KS2
The pupils show a good understanding of places of religion, and Christian, Jewish and Hindu artefacts and symbols. They contribute well to big questions such as: Whose world is this?/What makes us human?/Is there Peace?/Does authority create freedom / Do we have to Die? And What is real? The majority are confident in discussing moral and cultural matters and a small number are very confident and respond very well.

Matters for attention
Make more use of Circle time in KS2.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?

- Self-evaluation should consider the following indicators: the time given to the subject, subject information, specialism and the teachers’ professional development, the suitability of the study programme and the range of learning resources used.
- Evaluation of lesson observations and pupils’ work allows head teachers and heads of department to come to an opinion about the quality of teaching in Religious Education lessons in the school, and to what degree are pupils motivated and encouraged to attain high standards.
- Primary schools should refer to the provision ‘People, Beliefs and Questions’ for Foundation Period learners as well as Religious Education in KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN’s Inspection Framework Sections 2.1 and 2.2 and the Local Agreed Syllabus

The teaching: planning and range of strategies
The co-ordinator has a good understanding of the area and the planning conforms on the basis of People, Beliefs and questions for Foundation Period learners and the agreed syllabus in Key Stage 2. There has been investment in books and resources e.g. Important Questions In Religion.

In the FP
In KS2 the pupils continue to develop their knowledge of Christianity, Judaism and Hindu as they compare some of their customs and practices. In re-planning thematically the school by now chooses some themes that are led by one of the big questions e.g.

Is there Peace. Good use is made of big questions in order to teach the subject successfully. PSE, Religious Education and World-Wide Citizenship have been tightly woven throughout the school and deserving attention is given to pupils personal and social development as well as spiritual and moral development by teaching the three areas. Use is made of circle time, family projects, Friends First/Pyramid Club to develop pupils with the school by now hoping to gain Healthy Schools Step 6 this year. Respect towards racial variance and equality is promoted through the above areas. The co-ordinator is also responsible for promoting PSE and he/she has received considerable training over the years.

Matters to be given attention

Observe morning services formally.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is the provision for collective worship?

Does the collective worship conform to statutory requirements?	Yes	No
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References: ESTYN's Inspection Framework Section 2.3.1, 'Supplementary guidance on inspecting Collective worship in non-denominational schools' (ESTYN, September 2010), 'Religious education and Collective Worship' (Welsh Office Circular 10/94)

Good characteristics in relation to the quality of the Collective Worship

Collective worship sessions take place 5 times a week. Twice as a whole school, twice as a department and once as an individual class. Extensive use is made of the beibl.net website that prepares spiritual services for the Primary and Secondary sectors. There is a spiritual nature to the services regularly. Nearly every one understands the importance of collective worship and regard the hall as God's house during the services. A candle is lit to indicate the beginning and end of the service and religious symbols are prominently displayed during the services. The services reflect the school's Christian ethos. The school promotes the spiritual, moral and cultural development well, we promote values such as tolerance, honesty and fairness very well and the pupils have opportunities to meditate on their own lives and others regularly. Through the school Council and by giving attention to the child's voice pupils know that responsibility comes hand in hand with rights.

Matters for attention in relation to the quality of Collective Worship

Excellent		Good	✓	Adequate		Unsatisfactory	
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Signed: *Lynne Jones* (Head Teacher)

Date: 13/2/13

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Adroddiad y Swyddog Addysg Chwefror 2014 February Education Officer's Report.

3. Materion yn codi / Matters arising.

- Ysgolion Fali a Phentraeth wedi cael eu hatgoffa o'r angen I gyflwyno adroddiad hunan arfarnu / *Fali and pentraeth schools have been reminded of the need to provide a self evaluation report.*

5. Safonau Addysg Grefyddol / Standards in Religious Education

Adroddiadau Estyn Reports

Hydref 2013 Autumn.

Ysgol Ffrwd Win.

Mae'r ysgol yn darparu ystod eang o brofiadau ysgogol i'w disgyblion, sy'n ymateb yn llawn i ofynion y Cyfnod Sylfaen, y Cwricwlwm Cenedlaethol ac addysg grefyddol, ynghyd ag anghenion holl ddisgyblion yr ysgol.

Mae'r ysgol yn darparu amryw o gyfleoedd eithriadol o dda i hyrwyddo datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol y disgyblion. Mae bron pob disgybl yn cymryd cyfrifoldeb am eu gweithredoedd. Maent yn deall pwysigrwydd gwerthoedd fel gonestrwydd a pharch er mwyn gweithio'n llwyddiannus fel cymuned.

The school provides pupils with a wide range of stimulating experiences, which respond fully to the requirements of the Foundation Phase, the National Curriculum and religious education, in addition to the needs of all pupils at the school.

The school provides a variety of exceptionally good opportunities to promote pupils' spiritual, moral, social and cultural development. Nearly all pupils take responsibility for their actions. They understand the importance of values such as honesty and respect in order to work successfully as a community.

Ysgol Caergeiliog

Mae ethos teuluol a chynhwysol yr ysgol yn nodwedd gref sy'n meithrin agweddau cyfrifol yn llwyddiannus ar draws cymuned ddysgu fywiog.

Caiff datblygiad personol, ysbrydol, moesol a diwylliannol disgyblion ei gydlynw'n dda ac mae wedi'i wreiddio'n ddwfn yn y cwricwlwm ac yng ngweithgareddau dyddiol yr ysgol.

The school's inclusive family ethos is a strong feature that successfully nurtures responsible attitudes throughout a vibrant learning community.

Pupils' personal, spiritual, moral, and cultural development is co-ordinated well and is rooted deeply in the curriculum and in the school's daily activities.

Ysgol Santes Fair.

Ar draws yr ysgol, mae lles ysbrydol a moesol disgyblion wedi'i ddatblygu'n dda.

Mae addoli bob dydd yn hybu datganiad cenhadaeth yr ysgol yn llwyddiannus. Mae cysylltiadau lleol cryf gyda'r eglwys a'r gymuned ehangach yn helpu i ategu datblygiad ysbrydol, moesol ac emosiynol disgyblion yn effeithiol, er enghraifft trwy rannu gwasanaethau eglwys gyda'r plwyf lleol.

Mae'r arddangosiadau ar draws yr ysgol yn rhai deniadol. Maent yn hyrwyddo ac yn dathlu dysgu a chyflawniadau disgyblion, a'r ethos Catholig, yn llwyddiannus.

Mae gan yr ysgol weledigaeth glir i greu amgylchedd lle y mae hunan-barch pob plentyn yn cynyddu trwy werthoedd Cristnogol.

Across the school, pupils' spiritual and moral wellbeing is well developed.

Daily acts of worship promote the school's mission statement successfully. Strong local links with the church and with the wider community help support pupils' spiritual, moral and emotional development effectively, for example through shared church services with the local parish.

Displays throughout the school are attractive. They promote and celebrate pupils' learning and achievements, and the Catholic ethos successfully.

The school has a clear vision to create an environment where every child grows in self-esteem through Christian values.

8. Gohebiaeth / *Correspondence*.

a. Y Parch Robert Townsend

Annwyl Gyfeillion,

I'r rhai ohonoch nad ydynt yn fy adnabod, fy enw i yw'r Parchedig Robert Townsend.

Rwyf yn Gyfarwyddwr Addysg (Statudol) Esgobaethol ar gyfer Esgobaeth Bangor yn yr Eglwys yng Nghymru, sy'n cynnwys y rhan fwyaf o Wynedd, Ynys Môn, Conwy (i'r gorllewin o'r afon) a gogledd-orllewin Powys (Machynlleth, Caersws, a Llanidloes).

Ers sawl blwyddyn bellach, dymunai Esgobaeth Bangor gynnig adnodd newydd a chyfoes a fyddai'n ychwanegu at y rhestr o ganeuon ar gyfer cyd-addoli yn eich ysgol.

Dros y 18 mis diwethaf mae wedi bod yn bleser i weithio gyda grŵp o Gristnogion ar draws Gogledd Cymru sydd nid yn unig yn gyfansoddwyr a cherddorion profiadol, ond hefyd yn bobl sydd â llawer o brofiad o weithio gyda phlant a phobl ifanc mewn ysgolion. Mae'r grŵp yn gynnwys Andy Hughes (Saint y Gymuned), Greg Leavers a Chris Dean.

Mae ffrwyth eu llafur, sef llyfr caneuon o'r enw **O Dduw, ein Tad**, yn cael ei argraffu a'i baratoi ar hyn o bryd. Mae'n cynnwys

- 61 o ganeuon gwreiddiol (roedd gennym 60, ond yna cafodd rhywun syniad ychwanegol !)
 - 31 y gellir eu canu yn ddwyieithog
 - 11 y gellir eu canu yn Gymraeg yn unig
 - 19 y gellir eu canu yn Saesneg yn unig
- Traciau cefndirol ar gyfer pob cân ar CD
- Sleidiau PowerPoint ar gyfer yr holl ganeuon, yn y ddwy iaith ar CD

Diolch i haelioni dyn busnes Cristnogol, bydd holl ysgolion cynradd 6 sir y Gogledd yn derbyn un copi o'r llyfr fel rhodd, yn rhad ac am ddim, a bydd Esgobaeth Bangor yn rhoi copi i'r ysgolion cynradd yng ngogledd-orllewin Powys.

Byddai'r grŵp sydd wedi llunio'r llyfr caneuon hefyd yn hoffi gwahodd

- chi fel Pennaeth
- unrhyw un sy'n ymwneud â cherddoriaeth neu gyd-addoli yn eich ysgol

i **Sesiwn Blasu**, lle bydd y cerddorion yn cyflwyno'r llyfr, ac yn eich helpu i ddod i adnabod ambell un o'r caneuon.

Cynhelir y Sesiynau Blasu o 4.30 - 5.30yp ar y dyddiau canlynol (paned a chacen o 4yp) :

- **Dydd Mercher 5 Chwefror, Ystafell Archesgob Gwilym, Eglwys S Catherine, Cricieth, LL52 0AH**
- **Dydd Llun 10 Chwefror, Ysgol Gynradd Machynlleth, SY20 8HE**
- **Dydd Mercher 12 Chwefror, Ysgol y Parchedig Thomas Ellis, Caergybi, LL65 1LD**
- **Dydd Mawrth 18 Chwefror, Ysgol y Faenol, Penrhosgarnedd, Bangor, LL57 2NN**

Nid oes tâl am y sesiynau hyn, ond byddwn yn ddiolchgar pe gallech adael i mi wybod os ydych yn bwriadu dod, fel bod gennym syniad bras o rifau. Rhowch wybod i mi drwy ebost ar robert@townsend.es os gwelwch yn dda.

Gobeithiaf a gweddïaf bydd y llyfr caneuon hwn yn adnodd defnyddiol ar gyfer cyd-addoli yn eich ysgol.

Er gwybodaeth, danfonir yr ebost hwn at eich ficer lleol!

Peidiwch ag oedi i gysylltu â mi os ydych angen unrhyw wybodaeth bellach.

Gyda'm gweddïau a dymuniadau gorau ,
Robert Townsend

Dear Friends,

For those of you who do not know me, my name is the Rev'd Robert Townsend.

I am the Diocesan Director of (Statutory) Education for the Church in Wales' Diocese of Bangor, which covers most of Gwynedd, Anglesey, Conwy (west of the river) and northwest Powys (Machynlleth, Caersws, and Llanidloes).

For a number of years now, the Diocese of Bangor has wanted to offer a new, contemporary resource that would enhance the repertoire of songs for collective worship in your school.

Over the past 18 months it has been my pleasure to work with a group of Christian people from across North Wales who are not only experienced and accomplished composers and musicians, but also people who have much experience in working with children and young people in schools. The group includes Andy Hughes (Urban Saints), Greg Leavers and Chris Dean.

The fruits of their labour - a songbook entitled **Our Father God** - is currently being printed and prepared. It includes

- 61 original songs (we had 60, but then someone had another idea !)
 - 31 can be sung in both languages
 - 11 can be sung in Welsh alone
 - 19 can be sung in English alone
- Backing tracks for all of the songs on CD
- Powerpoint Slides for all of the songs, in both languages on CD

Thanks to the generosity of a Christian businessman, all the primary schools in the 6 counties of North Wales will be receiving a complimentary copy of the songbook, and the Diocese of Bangor will be giving a copy to the primary schools in northwest Powys.

The group which has compiled the songbook would also like to invite

- you
- anyone involved with music or collective worship in your school

to a **Taster Session**, where the musicians will introduce you to the book, and help you get to know some of the songs.

These Taster Sessions are being held from 4.30 - 5.30pm on the following days (tea and cake from 4pm):

- **Wednesday 5th February, Archbishop Gwilym Room, St. Catherine's Church, Cricieth, LL52 0AH**
- **Monday 10th February, Ysgol Gynradd Machynlleth, SY20 8HE**
- **Wednesday 12th February, Ysgol y Parchedig Thomas Ellis, Holyhead, LL65 1LD**
- **Tuesday 18th February, Ysgol y Faenol, Penrhosgarnedd, Bangor, LL57 2NN**

There is no charge for these sessions, but I would be grateful if you could let me if you hope to come, so that we have a rough idea of numbers. Please reply to me via email robert@townsend.es
For information, this email is also being sent to your local vicar!
I do hope and pray that this songbook will be a useful resource for the collective worship in your school.
Please do not hesitate to contact me if you need any further information.
With my prayers and best wishes,

b. Cais Rhun ap Iorwerth.

i) Ymhellach I'ch gohebiaeth ynghylch cais Casi Jones, gweithiwr o'r Eglwys Bresbyteraidd Cymru ym Môn, i geisio cynnal rhyw fath o wasanaeth ar ôl ysgol i ddisgyblion gan Eglwysi a gwirfoddolwyr eraill oes modd iddi rhoi ei syniadau i lawr ar bapur. Gallaf wedyn ei drafod o fewn cyfarfod nesaf CYSAG, y corff sydd gyda'r cyfrifoldeb dros materion addysg grefyddol ac addoli ar y cyd ar yr ynys. Mae gennym gyfarfod ym mis Chwefror. Yr ysgolion unigol sydd gyda'r hawl i benderfynnu yn y pen draw i roi gwahoddiad neu beidio ond peth da buasai ei wyntyllu o fewn cyfarfod CYSAG.

ii) Diolch i chi am gysylltu â mi.

Fe rhoddaf wybod i Mrs Casi Jones beth yw eich bwriad fel y caiff fynd ati i nodi unrhyw syniadau sydd ganddi am y cynllun.

Mae'n debyg y bydd hi'n cysylltu'n ôl gyda chi'n o fuan.

Unwaith eto, diolch am eich cyd weithrediad a dymunwn Nadolig Llawen a Blwyddyn Newydd Dda i chi oll gan Swyddfa Rhun ap Iorwerth.

Yn gywir iawn,

Francess Taylor

Swyddog Gwaith Achos a Chyfathrebu / Case Work and Communications Officer

Rhun ap Iorwerth

Aelod Cynulliad Ynys Môn Assembly Member

c. Etholiadau Pwyllgor Gwaith / Executive Committee nominations



**Cyfarfod CCYSAGauC, Caerdydd, 10 Hydref
2013 / Wales Association of SACREs meeting,
Cardiff, 10 October 2013**

<p>Ynys Môn / Anglesey Bethan James</p> <p>Blaenau Gwent Chris Abbas Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Carys Pritchard</p> <p>Caerffili/ Caerphilly Cllr Michael Gray Vicky Thomas Enfys Hawthorn</p> <p>Caerdydd / Cardiff Carys Pritchard Emily Hankins</p> <p>Sir Gaerfyrddin / Carmarthenshire Aled Jones Mary Parry Meinir Wynne Loader Helen Gibbon</p> <p>Ceredigion Alwen Roberts</p> <p>Conwy Phil Lord N.C. Richter</p>	<p>Sir Ddinbych / Denbighshire Phil Lord Gavin Craigen</p> <p>Sir y Fflint / Flintshire Phil Lord</p> <p>Gwynedd Bethan James</p> <p>Merthyr Tudful / Merthyr Tydfil Cllr Ernie Galsworth Carys Pritchard</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey Sue Cave Sharon Perry-Phillips</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Jen Malcolm</p> <p>Casnewydd / Newport Huw Stephens Vicky Thomas</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys John Mitson Julie Pugh</p>	<p>Rhondda Cynon Taf Carys Pritchard</p> <p>Abertawe / Swansea Janet Neilson Alison Lewis Peter Llewellyn Claire Fraser Vicky Thomas</p> <p>Torfaen Marilyn Frazer Emma Mohr Vicky Thomas</p> <p>Bro Morgannwg / Vale of Glamorgan Carys Pritchard</p> <p>Wrecsam / Wrexham Libby Jones Tania ap Siôn</p> <p>Sylwedyddion / Observers Leslie Francis</p>
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Cofnodion	Minutes
<p>1. Croeso. Croesawodd y Cadeirydd, Tania ap Sion, yr aelodau i'r cyfarfod a gynhaliwyd ar ôl Cynhadledd Genedlaethol CCYSAGauC a siaradodd am y gwahaniaeth rhwng y cyfarfod hwn a chyfarfodydd eraill CCYSAGauC. Cyfeiriodd Tania ap Sion at y cyfarfod nesaf ar ddydd Iau 27 Mawrth 2014, a fydd yn dilyn y fformat arferol ac yn cynnwys cyflwyniadau.</p> <p>2. Adfyfrio tawel. Gofynnodd y Cadeirydd i'r aelodau gymryd ennyd i fyfrio ar ddiwyddiadau'r dydd yn y gynhadledd ac i baratoi ar gyfer y cyfarfod presennol.</p> <p>3. Ymddiheuriadau. Helen Bevan, Ruth Frost, Ramez Delpack, Ernie Galsworthy.</p> <p>4. Cofnodion y cyfarfod a gynhaliwyd yng Nghaernarfon, 19 Mehefin 2013 Yn dilyn ychwanegu'r Cyngh. Huw George at restr y bobl a oedd yn bresennol cafodd y cofnodion eu derbyn fel cofnod cywir o'r cyfarfod, gyda Carys Pritchard yn cynnig a Phil Lord yn eilio.</p> <p>5. Materion sy'n codi. Eitem 5. Cyflwyniad NAPfRE: Phil Lord REQM. Mae tair o'r pedair ysgol o'r rhaglen beilot yng Nghymru wedi cael eu hyfforddi fel aseswyr. Bwriedir cynnal rhaglen beilot Gymraeg. Rhoddwyd cyllid i gyfieithu'r holl adnoddau. Dylai ysgolion ddefnyddio'r deunyddiau 'rhad ac am ddim' i hunanasesu ac os ydynt yn dymuno cael eu hasesu'n ffurfiol byddai cost o £450.00 i bob ysgol. Eitem 7. Diweddariadau: Adolygiad Thematig Estyn. Atgoffodd Vicky Thomas yr aelodau, ers cyhoeddi'r adroddiad, bod CCYSAGauC wedi ariannu hyfforddiant Cyfnod Allweddol 3 i athrawon AG mewn lefelu gwaith disgyblion fel a nodir yn y Fframwaith Enghreifftiol Cenedlaethol ar gyfer Cyflwyno Addysg Grefyddol. Felly mae un o'r</p>	<p>1. Welcome. Chair, Tania ap Sion welcomed members to the meeting which took place after the WASACRE National conference and talked about the difference in this meeting from other WASACRE meetings. Tania ap Sion directed members to the Next meeting on Thursday 27 March 2014, which will follow the usual format and will have presentations.</p> <p>2. Quiet reflection. Chair asked members to take a moment to reflect on the day's events at the conference and to prepare for the present meeting.</p> <p>3. Apologies. Helen Bevan, Ruth Frost, Ramez Delpack, Ernie Galsworthy.</p> <p>4. Minutes of meeting held in Caernarfon, 19 June 2013. With the addition of Cllr Huw George to the attendees list the minutes were accepted as a true record of the meeting, proposed by Carys Pritchard and seconded by Phil Lord.</p> <p>5. Matters arising. Item 5. NAPfRE presentation: Phil Lord REQM. Three out of the four schools from the Welsh pilot have been trained as assessors. There will be a Welsh language pilot. Funding has been given for all resources to be translated. Schools should use the 'free' materials to self-assess and if they wish to be assessed formally there would be a cost of £450.00 per school. Item 7. Up-dates: Estyn Thematic Review. Vicky Thomas reminded members that since the report was published WASACRE has funded Key Stage 3 training for RE teachers in levelling pupil work as outlined in the National Exemplar Framework for Religious Education. Therefore one of the recommendations has been addressed already. Marry Parry suggested that WASACRE could</p>

argymhellion wedi cael ei roi ar waith yn barod. Awgrymodd Mary Parry y gallai CCYSAGauC ofyn i ysgolion pa effaith y mae'r hyfforddiant wedi'i chael ar ddysgu'r disgyblion a'u hymarfer addysgu eu hunain trwy gynnal proses adborth ffurfiol. Eitem 7. Diweddariadau: Adolygiad Llywodraeth Cymru o adroddiadau blynyddol CYSAGau. Cadarnhaodd Tania ap Sion fod yr adroddiad hwn wrthi'n cael ei gyhoeddi ac y bydd yn cael ei gylchredeg i'r CYSAGau unwaith y byddai hyn wedi cael ei wneud.

6. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 4 Hydref 2013.

Cyflwynwyd yr adroddiad i'r aelodau a thynnodd y Cadeirydd sylw'r aelodau at Eitem 8 ac Eitem 11. Eitem 8. Llywodraeth Cymru. Cadarnhaodd Tania ap Sion fod gan CCYSAGauC bellach ddolen gyswllt newydd gyda Llywodraeth Cymru, sef Ms Nia Mair Jones, a'n bod ni eisoes wedi amlygu rhai meysydd i'w trafod yn y dyfodol a'n bod yn meithrin perthynas dda iawn â Llywodraeth Cymru, fel yr oeddem wedi'i wneud yn flaenorol trwy Denize Morris, perthynas yr ydym wedi gweld ei heisiau dros y blynyddoedd diwethaf. Eitem 11. U.F.A. Amlygodd y Cadeirydd y mater yma, gan ei gysylltu â'r drafodaeth am waith CCYSAGauC i hyfforddi a rhoi cymorth i athrawon ac ysgolion. Awgrymodd Vicky Thomas y gallai Hunan Arfarnu mewn AG ac Addoli ar y Cyd fod yn angen dynodedig o ran hyfforddiant. Cadarnhaodd y Cadeirydd y bydd y Pwyllgor Gwaith yn canolbwyntio ar hwn fel eitem ar yr agenda yng nghyfarfod nesaf y Pwyllgor Gwaith. Eitem 6. Aelodau o'r Pwyllgor Gwaith. Eglurodd y Cadeirydd beth oedd y sefyllfa o ran y bleidlais ar gyfer y lle sydd ar gael ar Bwyllgor Gwaith CCYSAGauC ac ymddiswyddiad Brian Rogers. Gofynnodd y Cadeirydd hefyd i'r Cyngh. Michael Gray fod yn amyneddgar wrth i ni ymdrin â'r sefyllfa hon a chadarnhaodd fod angen meddwl yn eglur am hyn ac y byddai'r Cyfansoddiad yn eitem ar yr agenda yng nghyfarfod nesaf y Pwyllgor Gwaith ym mis Chwefror 2014.

ask schools what impact the training has had on the pupil's learning and their own teaching by carrying out a formal feedback procedure. Item 7. Updates: Welsh Government review of SACRE annual reports. Tania ap Sion confirmed that this report is in the process of being published and will be circulated to SACREs when this had been done.

6. Report from the Executive Committee held on 4 Hydref 2013.

The report was presented to members and the Chair drew members' attention to Item 8 and Item 11. Item 8. Welsh Government. Tania ap Sion confirmed that WASACRE now has a new link with Welsh Government, Ms Nia Mair Jones and that we have already highlighted some areas for discussion in future and that we are forging a very good relationship with Welsh Government, as we had previously done through Denize Morris, and which we have missed in recent years. Item 11. A.O.B. The Chair highlighted this issue, linking it to the discussion about WASACRE's work in training and supporting teachers and schools. Vicky Thomas suggested Self Evaluation in RE and CW could be an identified training need. The Chair confirmed that the Executive committee will focus on this as an agenda item at the next Executive meeting. Item 6. Executive committee members. The Chair explained the situation with regard to the ballot for the position available on the WASACRE Executive committee and the resignation of Brian Rogers. Chair also asked Cllr Michael Gray for his patience whilst we deal this situation and confirmed that it needed to be thought through clearly and that the Constitution would be an agenda item at the next Executive meeting in February 2014.

<p>7. Gohebiaeth. Nid oedd unrhyw ohebiaeth wedi dod i law</p> <p>8. U.F.A. Dim</p> <p>9. Dyddiad y cyfarfod nesaf.</p> <p>Dydd Iau 27 Mawrth 2014 yng Nghaerffili</p> <p>Diolchodd y Cadeirydd i'r Cyngh. Michael Gray am wahodd CCYSAGauC i Gaerffili ar gyfer cyfarfod y gwanwyn a diolchwyd hefyd i Garmon am gyfieithu yn y cyfarfod ac am gyfieithu yn y Gynhadledd Genedlaethol. Diolchodd y Cyngh. Michael Gray i CCYSAGauC am y gynhadledd a diolchodd y Cadeirydd i Carys Pritchard a staff Consortiwm Canolbarth y De am eu cymorth i drefnu'r digwyddiad.</p> <p>Cadarnhaodd y Cadeirydd y bydd dyddiadau ar gyfer cyfarfodydd CCYSAGauC a chyfarfodydd y Pwyllgor Gwaith yn cael eu rhannu yn y CCB ym mis Mehefin 2014 ar gyfer blwyddyn ymlaen llaw.</p>	<p>7. Correspondence. No correspondence received</p> <p>8. A.O.B. None</p> <p>9. Date of next meeting.</p> <p>Thursday 27 March 2014 in Caerphilly.</p> <p>The Chair thanked Cllr Michael Gray for inviting WASACRE to Caerphilly for the spring meeting and thanks were also given to Garmon for the translation of the meeting and for the translation of the National conference. Cllr Michael Gray thanked WASACRE for the conference and the Chair thanked Carys Pritchard and the staff at Central South East Consortium for their assistance in organising the event.</p> <p>The Chair confirmed that dates for WASACRE meetings and Executive meetings will be shared at the AGM in June 2014 for a year in advance.</p>
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Cadeirydd/Chairman:
Dr Tania ap Sion

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5 February 2014

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, according to the WASACRE Constitution you will not be able to nominate a person from your own SACRE at this time.

Please find attached a proforma that should be completed and returned to me at the above email/postal address by **Friday 28 March 2014**. By the end of April 2014, I will send to you the list of the nominations, 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 June.

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

Yours sincerely,

Libby Jones
Secretary to WASACRE



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

2014

ENW CYSAG / SACRE NAME:

Enwebiad / Nomination	Enw / Name	Cyfeiriad e-bost/ E-mail address
Pwyllgor gwaith 1/ Executive Committee 1		