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Mr Richard Parry Jones, MA.
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CYNGOR SIR YNYS MÔN
ISLE OF ANGLESEY COUNTY COUNCIL
Swyddfeydd y Cyngor - Council Offices
LLANGFNI
Ynys Môn - Anglesey
LL77 7TW

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

| RHYBUDD O GYFARFOD | NOTICE OF MEETING |
|---|---|
| CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL (CYSAG) | STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE) |
| DYDD MAWRTH, 26 TACHWEDD, 2013 am 2 o'r gloch y prynhawn | TUESDAY, 26TH NOVEMBER, 2013 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 |

MEMBERS

Cynghorwyr / Councillors:

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

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), 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) Lle Gwag/Vacant place (Penaethiad 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 DECLARATION OF INTEREST

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

2 MINUTES OF THE 28TH JUNE, 2013 MEETING (Pages 1 - 6)

The minutes of the previous meeting of the SACRE held on 28th June, 2013 to be submitted for confirmation.

3 MATTERS ARISING ON THE MINUTES (Pages 7 - 30)

- Schools whose self-evaluation reports are outstanding issued with a reminder.
- Religious Education Website (*Copy attached*)
- GwE Support
- Estyn report on Religious Education in Secondary Schools issued to schools on 5th September (*Copy attached*)
- Review of National Curriculum Subjects

4 ANNUAL REPORT OF THE ANGLESEY SACRE FOR 2012/13 (Pages 31 - 52)

To submit the draft of the Anglesey SACRE's Annual Report for 2012/13.

5 RELIGIOUS EDUCATION STANDARDS (Pages 53 - 66)

- Teachers' Assessments KS3 (Summer 2013) and External Examination Results (Summer 2013)
- Inspection reports in respect of Ysgol Cemaes; Ysgol Corn Hir, Ysgol Moelfre and Ysgol Llaingoch (*Copy of the Education Officer's report attached*)
- Ysgol Uwchradd Bodedern self-evaluation
- Arrangements for monitoring RE Standards and collective worship for the future (*Paper attached*)

6 ADVISORY SERVICE SUPPORT

To receive an update on the support provided.

7 WASACRE (Pages 67 - 92)

- To submit the agenda and papers for the meeting of the WASACRE held in Cardiff on 10 October, 2013 along with an oral update of the deliberations from the meeting.
- To submit the Treasurer's report for 2012/13.
- To submit a report on the activities of the Association for 2012/13.

8 CORRESPONDENCE

To receive an update on correspondence received (*please refer to Officer's report under item 5*)

9

NEXT MEETING OF THE SACRE

2:00 p.m. on Tuesday 18th February, 2014.

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Standing Advisory Council on Religious Education (SACRE)

Minutes of the meeting held on 28 June 2013

- PRESENT:** Mr Rheinallt Thomas (Presbyterian Church of Wales) (In the Chair)
- The Education Authority**
- Councillors Jim Evans, W T Hughes, R LI Jones, Alun W Mummery and Dylan Rees
- Religious Denominations**
- Mrs Catherine Jones (The Baptist Union of Wales)
Professor Euros Wyn Jones (Union of Welsh Independents)
- Teachers**
- Mrs Bethan LI.Jones (Ysgol y Graig)
- IN ATTENDANCE:** Mr D.Gareth Jones, Primary Education Officer)
Ann Holmes (Committee Officer)
- APOLOGIES:** Stephen Francis Roe, Mefys Edwards, Alison Jones, Martin Wise and Rev. Elwyn Jones
- ALSO PRESENT:** Miss Bethan James (GwE)
-

1 CHAIRPERSON

The election of Chairperson for the SACRE was considered. The serving Vice-Chair informed Members that the Gwynedd and Anglesey SACRE bodies has retained the right to elect a Chairperson from among the LEA's elected member representatives on the SACRE forum and that to propose otherwise would be unconstitutional. Moreover the Chairperson historically has been appointed by consensus by the LEA.

Following discussion, it was resolved to defer the election of Chairperson to allow the LEA's elected representatives to come to an agreement regarding the appointment to the office of Chair of the SACRE.

2 VICE-CHAIRPERSON

Mr Rheinallt Thomas, Presbyterian Church of Wales was re-elected Vice-Chairperson of the SACRE.

3 DECLARATION OF INTEREST

No declaration of interest was received.

4 MINUTES

The minutes of the previous meeting of the SACRE held on 13th March, 2013 were presented and confirmed as correct.

Matters arising –

- The Education Officer referred to the three primary schools whose Religious Education self-evaluation documents were outstanding from the previous meeting and he informed the Members that Ysgol Penysarn's self-evaluation (tabled at the meeting) had now been received. He explained briefly that it is through scrutiny of RE self-evaluation reports which the Island's schools are asked to provide that the SACRE body fulfils its advisory function in relation to Religious Education standards and the quality of collective worship. However, the self-evaluation reports of Ysgol y Fali and Ysgol Pentraeth remain outstanding. The Officer said that in addition, the self-evaluations reports of Ysgol Gynradd Llanbedrgoch and Ysgol Tywyn which schools had been the subject of inspection in the Autumn, 2012 term have been received and are presented as part of the matters arising documentation. As has been the pattern previously there is some variation in the quality and contents of the information presented by the schools in question in terms of their self-evaluations with only one of the schools adopting the Ysgol Corn Hir model.

The Vice-Chair emphasised that it is essential that the SACRE is provided with this information as the only means currently whereby the body is able to discharge its monitoring responsibilities. The Education Officer said that whilst he would continue to pursue the matter with the two schools whose self-evaluations had not yet been received, he believed there were mitigating circumstances in relation to why the reports had not been made available to the SACRE this time which he explained to Members.

The SACRE's Members noted the information and the position in relation to the two schools whose self-evaluations remained outstanding.

Action Arising: The Education Officer to continue to make enquiries regarding the self-evaluation reports not yet made available to the SACRE.

- The Education Officer drew Members' attention to the response of the Chief Inspector of Estyn to correspondence sent to her following the previous meeting of the SACRE to highlight inaccuracies in the Inspector's report regarding Ysgol y Tywyn in relation to the use of terminology which the SACRE had noted. In her reply, the Chief Inspector makes reference to Estyn's supplementary guidance for inspectors in relation to collective worship and to the distinction made in the guidance between collective worship and morning assembly and to the fact that morning assembly may incorporate an act of collective worship. The guidance also addresses the relationship between collective worship and moral, spiritual, social and cultural development. Inspectors do not have to refer to collective worship in inspection reports unless the school in question does not conform to the statutory requirements in this respect or unless the school's morning assemblies or act of collective worship contributes significantly to the pupils' welfare. If an opinion is given in an inspection report it is important that the correct terms are used. The Chief Inspector invites the SACRE to bring to the inspection body's attention any other reports in which in the light of the guidance, it believes there are anomalies and states that the supplementary guidance on inspecting collective worship will be amended to include a general question on the matter.

The SACRE's Members noted the Chief Inspector's response and the comments made.

Action Arising: The SACRE to continue to monitor inspection reports for consistency in the use of terminology.

- The Education Officer presented for Members' information, correspondence dated 14 June, 2013 from Trinity St David's College publicising the launch of the Religious Education website for Wales as a bilingual resource for both primary and secondary schools. As reported to the SACRE's meeting on 13th March the website replaces the RE News journal. The Officer went on to say that as a paying subscriber to the website the letter provides the Authority with access information and asks that it disseminates information about the website to all parties involved with Religious Education including schools, advisors and SACRE members.

Miss Bethan James said that she would encourage teachers to contribute articles and information about projects and good practice to the website so they can be shared with other RE practitioners accessing the website. She added that there is particular scope for the website to reflect the Welsh curriculum and Welsh culture.

Action Arising: Education Officer to circulate information regarding the RE Wales website to the Island's schools and relevant personnel.

- The Education Officer drew the Members' attention to information received from the Education Co-Ordinator Wales of Christian Aid regarding the organisation's July assemblies and related activities along with the report of the Christians in Parliament Group entitled Faith in the Community.

The SACRE noted the information.

5 ANGLESEY SACRE ANNUAL REPORT 2011/12

The definitive version of the Anglesey SACRE's Annual Report for 2011/12 was presented and noted for information purposes only.

6 RELIGIOUS EDUCATION STANDARDS AND COLLECTIVE WORSHIP

The Education Officer informed the SACRE's Members that one school, namely Ysgol Llanfachraeth had been inspected during the Spring term and that the overall inspection report is good. In the context of Religious Education the Inspector comments that *the school provides a wide range of rich learning experiences that gain most pupils' interests and meet the requirements of the Foundation Phase, the National Curriculum and Religious Education fully.* With reference to pupils' spiritual and moral development, the Inspector goes on to describe the school as *a friendly and caring community and that all staff promote high values. Provision for promoting moral, social, cultural and spiritual development is effective.* The Officer said there were no recommendations arising from the inspection report with regard to RE and/or collective worship.

Members welcomed the information and congratulated the staff and pupils of Ysgol Llanfachraeth on their attainment.

It was agreed to accept and to note the information.

Action Arising: The Education Officer to send a letter on behalf of the SACRE to the Headteacher of Ysgol Llanfachraeth in recognition of the school's efforts and success as reflected by the Estyn inspection report.

7 HOW CAN THE SACRE FULFIL ITS RESPONSIBILITIES IN FUTURE

The Education Officer presented a briefing report which he had circulated to the Island's Head teachers seeking their views on a proposal to assist the SACRE body to fulfil its statutory duties in monitoring standards of Religious Education and collective worship in schools whereby the SACRE would collect self-evaluation reports within a 3 year cycle meaning that individual schools present a report to the SACRE every 3 years based on the pattern suggested in the paper. The Officer said that primary head teachers had considered the proposal and were amenable to the request but would appreciate advanced notice of when the reports were required. Secondary head teachers had yet to consider the matter. The intention was that the Education Officer would liaise with 16 primary and 2 secondary schools in each year to ask for their self-evaluation reports to be made available to the SACRE. Miss Bethan James said that the proposal meant that the SACRE would be able to scrutinise 5 school self-evaluation reports each year and could also consider inviting a head teacher to address the SACRE the following term.

It was agreed to accept the proposal as a means of assisting the SACRE to fulfil its statutory duties in monitoring standards of Religious Education and collective worship in Anglesey's schools.

Action Arising: The Education Officer to put the system into practice subject to obtaining the agreement of the secondary head teachers.

Miss Bethan James provided Members with a presentation based on a draft model on how the SACRE can monitor standards given that under the new system under the GwE, there is no mechanism for officer contact with schools for the purpose of providing the SACRE body with feedback on the provision of Religious Education and arrangements for collective worship. She made reference to the following considerations:

- The means by which the SACRE can gather information and the sources available
- The self-evaluation proforma which the SACRE has adopted to obtain information from schools on their own assessment of the outcomes in religious education; the quality of the RE provision and the quality of the arrangements for collective worship
- The need for school self-evaluations to mirror inspection language in the use of evaluative terms and to reflect an understanding of what Estyn means by reference to quantities and proportions
- Publications which are designed to support teachers in their understanding of RE standards and activities
- A questionnaire which she asked the SACRE's Members to complete to demonstrate their understanding of RE and how standards might be monitored.
- The thematic review of Religious Education undertaken by Estyn based on a sample of schools throughout Wales (schools from Gwynedd and Anglesey were not part of the sample) which focused on RE provision in KS3 and the provision of statutory RE to pupils aged 14 to 16, under the title Religious Education in Secondary Schools. The report makes six recommendations specifically for schools and two recommendations for the Welsh Government.
- Miss Bethan James proceeded to update the SACRE's Members on the position with regard to the RE Quality Mark. The quality mark system has been developed in England and consent has been given to adapt the criteria for Wales and the WASACRE has agreed to undertake this work. The Officer said that it is a means for schools to gain external recognition for their work in RE is a useful tool in terms of self-evaluation. A fee in the region of £400 to £500 is payable for the accreditation and once schools have been through the process they are then eligible to act as accreditors themselves.
- Miss Bethan James confirmed that the WASACRE Conference would be held in Treforest, Cardiff on 10 October, 2013.

Members of the SACRE considered the information presented and the ensuing discussion focused on the availability of professional support to the SACRE under the new regional body the GwE to help it undertake and discharge its statutory responsibilities with regard to RE and collective worship and the form and nature which the support might take. Members were informed that support arrangements for the Gwynedd and Anglesey SACREs remain under discussion. Members considered possible models and there was consensus that the Anglesey SACRE body is of the opinion that in order to be able to fulfil its responsibilities effectively it requires support through feedback from school visits. It was therefore agreed that the SACRE requests the LEA to endeavour to ensure that the professional support arrangements it commissions from the GwE for the SACRE body include officer contact with schools. Members were also keen that the Island's secondary schools be alerted to the recommendations of the Estyn thematic review report on RE in secondary schools and that they give the recommendations their consideration. The Education Officer suggested that the five secondary head teachers discuss the aforementioned recommendations collectively.

Members discussed the SACRE's representation at the WASACRE Conference in October. It was agreed that Professor Euros Wyn Jones would attend on behalf of the Religious Denominations Group and that the LEA Elected Members group be represented by the Chair once appointed.

It was agreed –

- **To note the developments to date.**

- To request the LEA to endeavour to ensure that the professional support arrangements it commissions from the GwE for the SACRE include officer contact with schools.
- To ask the Education Officer to bring to the attention of the Island's secondary schools, the six relevant recommendations arising from the Estyn Thematic Review of RE in secondary schools with the recommendation that the secondary Head teachers meet to consider the recommendations.
- That Professor Euros Wyn Jones attends the WASACRE Conference in October 2013 on behalf of the Religious Denominations group and that the LEA councillor group is represented at the Conference by the Chair once appointed.

Actions Arising:

- Education Officer to inform the Director of Lifelong Learning of the SACRE's wishes with regard to the nature of the professional support arrangements for the body.
- Education Officer to forward information about the recommendations of the Estyn Thematic review report regarding RE in secondary schools to the Island's secondary Head Teachers with the recommendation that they meet to discuss the recommendations pertaining to schools.

8 WALES ASSOCIATION OF SACRES (WASACRE)

The minutes and associated papers of the meeting of the WASACRE held on 22nd March, 2013 in Newport were presented and noted.

Professor Euros Wyn Jones said that whilst he had not attended the WASACRE meeting held in Caernarfon on 19th July he was able to present information regarding the principal discussion points from the meeting as provided by another attendee. These included the RE Quality Mark and Estyn Thematic review of RE in secondary schools as discussed above. In addition, the response of the Education and Skills Minister to correspondence sent to him in respect of the lack of consideration given to RE in the current review of the Curriculum was presented and considered. In his reply the Minister emphasises that only those subjects within the National Curriculum are subject to review at present; that he is convinced that RE has a key role to play in developing literacy and numeracy skills in schools; that SACRE bodies will be added to the circulation list for the review report and that he would welcome feedback from SACRE bodies in adopting its recommendations.

The Vice-Chair updated the SACRE on appointments to the WASACE Executive and to the posts of Chair and Vice-Chair.

No further action arising.

9 REVIEW OF THE LOCAL AGREED SYLLABUS

The Vice-Chair informed the SACRE's Members that it is the WASACRE's suggestion that a scheduled review of the Agreed Syllabus be deferred until after the completion of the National Curriculum subjects review.

Professor Euros Wyn Jones on behalf of the Religious Denominations groups proposed that this course of action be adopted and Mrs Bethan LI.Jones on behalf of the Teachers' group seconded the proposal. Councillor Alun Mummery on behalf of the LEA elected representatives group indicated his concurrence with the proposal.

It was agreed to defer the review of the Agreed Syllabus until after the completion of the current review of National Curriculum subjects.

No further action arising.

10 HANDBOOK FOR SACRE MEMBERS

Information regarding the Handbook for SACRE Members in Wales was circulated as part of the agenda for the meeting. The Committee Officer confirmed that those LEA Elected Member representatives new to the SACRE had received a copy of the handbook directly.

No further action arising.

11 NEXT MEETING OF THE SACRE

It was noted that the next meeting of the SACRE would be held at 2:00 p.m. on Tuesday, 8th October, 2013.

**Mr Rheinalt Thomas
(Vice-Chair in the Chair)**

DRAFT

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Estyn

Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Religious education in secondary schools

June 2013



INVESTORS
IN PEOPLE

Gold



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- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ independent specialist colleges;
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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

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Introduction

This report has been produced in response to a request for advice from the Welsh Government in the Minister's annual remit letter to Estyn for 2012-2013. It derives from the evidence base outlined in Appendix 1.

This report covers outcomes including standards in religious education at key stage 3 and key stage 4, attainments in GCSE religious studies, and participation and engagement in learning. It also covers the factors that affect standards, including curriculum planning, teaching, assessment, leadership, improving quality and external influences.

The report will be of interest to teachers of religious education, heads of department and senior managers within secondary schools. It will also be of interest to local authorities and Standing Advisory Councils for Religious Education (SACREs)¹.

Background

Every secondary school must by law provide religious education for all its pupils as a requirement at key stage 3 and key stage 4. Schools must also provide religious education post 16, although outcomes and provision at this stage are not covered in this report. This provision must follow the relevant local agreed syllabus for religious education².

Religious education encourages pupils to explore religious beliefs, teachings and practices, and their impact on everyday life. In doing so, it considers a range of philosophical, theological, ethical and spiritual questions in a reflective, analytical and balanced way.

The 'National exemplar framework for religious education for 3 to 19-year-olds in Wales' was developed by the Welsh Government in 2008 alongside its review of the National Curriculum. The framework aimed to improve standards of religious education nationally by providing a coherent curriculum and assessment framework for Wales. It contains exemplar programmes of study for each key stage, together with level descriptions for pupil performance. Local authorities and SACREs amended their local agreed syllabuses to take account of the framework.

Some schools have a religious character and teach 'denominational education' as a particular form of religious education. Denominational education does not follow the locally agreed syllabus, but instead follows a syllabus determined by the individual school or group of schools with a particular religious character. Estyn does not inspect denominational education as part of its usual school inspections as it is inspected separately by inspectors appointed by the governing body of the school. Schools that provide denominational education were therefore not included in the sample of schools visited for this survey.

¹ SACREs are responsible in law for advising local authorities on religious education and collective worship. Every local authority must have a SACRE.

² The local agreed syllabus for each local authority is available from the Welsh Association of Standing Advisory Councils on Religious Education: <http://www.wasacre.org.uk/publications/syllabi.html>

The two main religious studies qualifications for which schools enter pupils are: the full GCSE course and the short GCSE course (worth half a full GCSE). Most pupils do not choose to follow the short course as part of their options at key stage 4 but are expected to follow it in the time set aside to cover the legal requirement for religious education. Increasingly, schools also enter pupils for the full course in this time (usually those that the school thinks will achieve a grade C or above). However, the majority of pupils following the full course have chosen to do so as part of their key stage 4 options. In 2012, just over 10,000 pupils entered full GCSE course in religious studies and nearly 20,000 pupils entered the short course. For comparison, around 35,000 pupils entered English language GCSE.

In 2000, Estyn published 'Aiming for Excellence in Religious Education', which focused on religious education at key stage 1 and key stage 2.

Main findings

- 1 GCSE courses in religious studies have gained in popularity over recent years. More pupils gain a qualification in religious education than in any other non-core subject in Wales. The number of pupils taking the full GCSE course in religious studies has risen significantly over the last five years, with just over a quarter of the pupils in Year 11 entered in 2012. The number of pupils taking the short GCSE course in religious studies has also risen steadily over the last five years, with just over half of the pupils in Year 11 entered in 2012. For both courses, more girls than boys are entered, though the difference is greater with the full course.
- 2 Attainment in the full GCSE course in religious studies has risen steadily over the last five years. The percentage of pupils attaining grades A* to C in religious studies is well above the average for other subjects. While attainment in Wales is broadly similar to that for the UK as a whole, a higher proportion of pupils attain grade A* in Wales.
- 3 Attainment in the short GCSE course in religious studies has fallen over the last five years, although it recovered slightly in 2012. In spite of this fall, the percentage of pupils attaining grades A* to C in Wales has remained consistently better than for the UK as a whole, and a higher proportion of pupils attain grade A* in Wales.
- 4 A significantly higher percentage of girls attain grades A* to C than boys in both the full course and short GCSE courses in religious studies. The gap between this percentage for girls and boys is wider in Wales for both courses than it is across the UK as a whole.
- 5 Teacher assessment of pupils' performance in religious education at the end of key stage 3 is not included in the Welsh Government core data sets that cover other National Curriculum subjects and not published nationally in any other way that would enable an analysis of standards at key stage 3 or progress between key stages.

- 6 In the schools visited for this survey, lesson observations and pupils' work show that standards are good in a majority of schools at key stage 3. Standards are not excellent in any of the schools visited, but they are unsatisfactory in a few schools where pupils do not make enough progress. More able and talented pupils constitute the group that is the most likely to underachieve and this is usually because the tasks set by teachers do not challenge them to demonstrate the level of skill and understanding required for level 7 or above.
- 7 Most pupils following the full GCSE course in religious studies at key stage 4 make good progress and a slightly lower proportion of pupils studying the short course also make good progress. Where pupils are not following an examination course at key stage 4, standards in lessons are rarely better than adequate. In these lessons, a minority of pupils misbehave. This suggests that they do not value the lessons and this may be because they do not lead to a qualification.
- 8 Almost all pupils in the lessons observed showed respect for the opinions and beliefs of others. Many pupils value what they learn in religious education and understand how it contributes to their personal and social development. In particular, pupils enjoy engaging with fundamental questions, such as 'is there life after death?', 'what is evil?' and 'what is truth?'. Pupils enjoy learning about different religious responses to questions like these and why people live their lives in different ways as a result of their beliefs. They enjoy considering their own views, and discussing them with peers. They are prepared to talk about a variety of issues relating to religion and ethics and take part in lessons enthusiastically.
- 9 Teaching was good or better in just over two-thirds of the lessons observed for this survey. Teaching was excellent in nearly one-fifth of lessons and unsatisfactory in a very few lessons. These findings suggest that teaching in religious education is better than average for teaching across all subjects in secondary schools inspected since 2010.
- 10 In many schools, at both key stages, religious education teachers:
- have good subject knowledge;
 - teach enthusiastically;
 - use a range of teaching strategies to support learning, particularly through discussion in pairs and groups;
 - use artefacts and audio-visual resources creatively;
 - prepare pupils thoroughly for GCSE examinations;
 - promote pupils' thinking skills effectively; and
 - promote literacy appropriately, particularly oracy and writing skills.
- 11 Many secondary schools use non-specialist teachers to teach religious education and the short GCSE course in religious studies, although they are rarely used to teach the full GCSE course. Non-specialist teachers do not have a negative impact on standards in the majority of schools.
- 12 In the majority of schools, teachers provide pupils with useful feedback, both oral and written, that enables them to understand their progress and how to improve their work.

- 13 Teachers generally have a very good understanding of GCSE requirements, but few have an accurate understanding of the levels of pupil performance at key stage 3 set out in the national exemplar framework.
- 14 The local agreed syllabuses across Wales are very similar, being based on the national exemplar framework for religious education for 3 to 19-year olds in Wales. Almost all schools meet the requirements of their local agreed syllabus. However, a very few schools do not meet the requirements at key stage 4 either because they do not give enough time to cover the syllabus or because, occasionally, lessons are used predominantly to help pupils gain a non-subject qualification such as an Essential Skills Wales qualification.
- 15 In the majority of schools, effective subject leaders set high expectations within the department, monitor other religious education teachers closely, provide appropriate support and challenge, and delegate aspects of leadership and management amongst colleagues to encourage a collegiate approach. Self-evaluation is good or better in only a minority of religious education departments. The paucity of national data on religious education and religious studies makes it difficult for schools to compare standards with other schools, but only a minority of departments analyse internal examination data thoroughly in order to plan for improvement.
- 16 The lack of opportunities for professional development and learning networks means that good practice is not shared enough and challenges, such as raising boys' attainment, the accuracy of assessing levels of performance at key stage 3, planning for the development of skills and improving self-evaluation, are not addressed effectively.

Recommendations

Schools should:

- R1 develop strategies to raise the attainment of boys at key stage 4;
- R2 improve standards at key stage 4 for pupils who are not entered for a qualification and consider giving all pupils the opportunity to gain an appropriate qualification;
- R3 improve the accuracy of teacher assessment of pupils' levels at key stage 3;
- R4 ensure that tasks are challenging enough to enable more able pupils to reach higher levels at key stage 3;
- R5 ensure that the curriculum, staffing and timetabling arrangements enable all pupils to make good progress through key stages 3 and 4; and
- R6 strengthen self-evaluation and use data in religious education departments to identify where and what to improve.

The Welsh Government should:

- R7 collect, analyse and publish attainment data for religious education and religious studies in the same way as for non-core subjects; and
- R8 work with local authorities and SACREs to improve the opportunities for professional development and support learning networks for teachers of religious education.

Standards in religious education

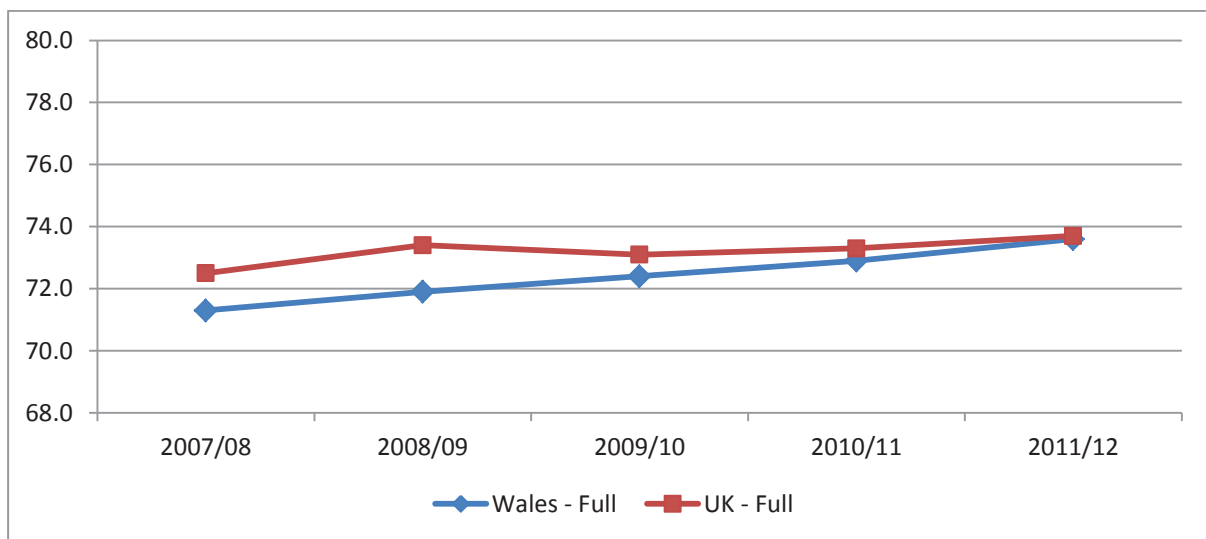
Standards of attainment at key stage 3

- 17 Although schools are required to assess the level that pupils achieve in religious education at the end of key stage 3, the data is not included in the Welsh Government core data sets that cover the National Curriculum subjects and is not published nationally in any other way. Due to the lack of published data for all schools, it is not possible to compare attainment rates in religious education at key stage 3 with those in other subjects. It is not possible to compare the attainment of boys and girls either.

Standards of attainment at key stage 4

- 18 Over the last five years there has been a steady improvement in standards in the full GCSE course in religious studies in Wales. In 2012, the percentage of pupils attaining grades A* to C standards in Wales was similar to that in the UK as a whole, although the percentage of pupils who attained grade A* was significantly higher in Wales.

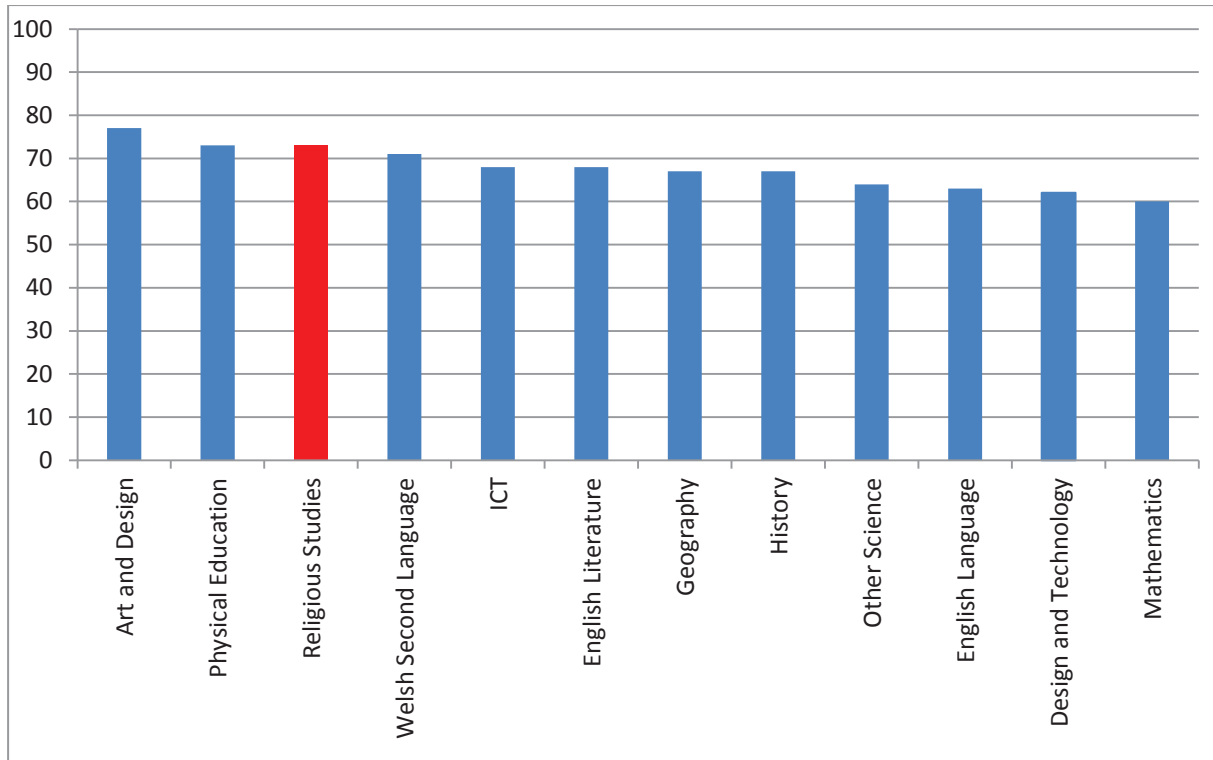
The percentage of pupils entering the full GCSE course in religious studies who attain a grade A*-C in Wales and the UK between 2007/08 and 2011/12



Source: Joint Council for Qualifications 2008-2012

- 19 A significantly higher percentage of girls than boys attained grades A* to C in the full GCSE course in religious studies in recent years, and nearly twice as many girls as boys attained grade A* in 2012. The gap between girls' and boys' performance was smaller in Wales than for the UK as a whole until 2012.
- 20 The percentage of pupils attaining grades A* to C in the full GCSE course in religious studies in Wales is well above the average across all subjects, particularly amongst the other most popular subjects.

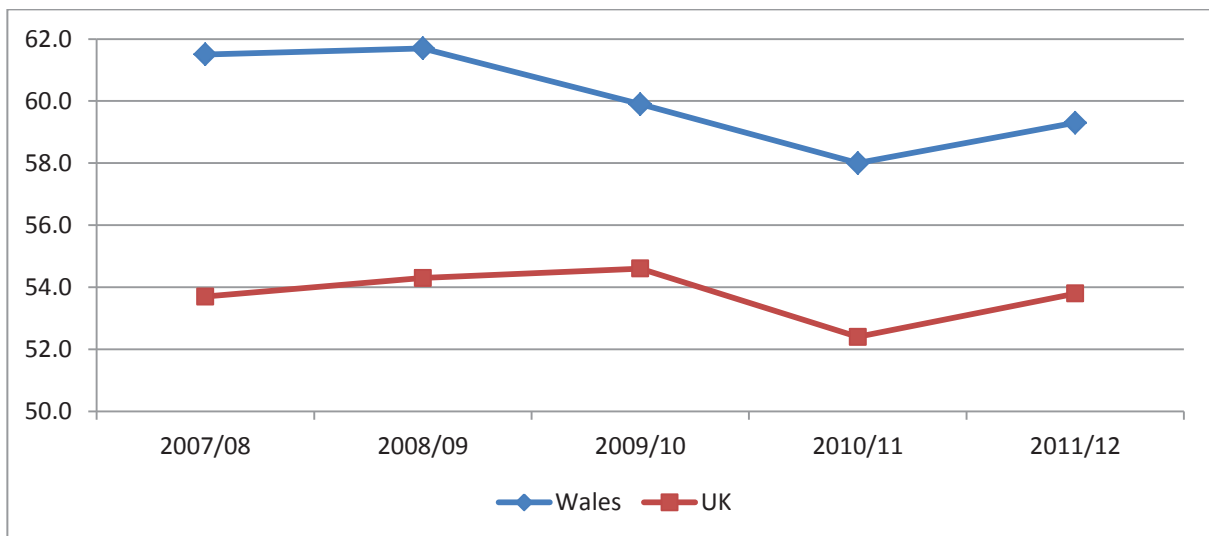
The percentage of pupils in Wales attaining grades A* to C in the most popular subjects at GCSE in 2011



Source: Welsh Government 2012

- 21 The percentage of pupils in Wales attaining grades A* to C in the short GCSE course in religious studies has fallen over the last five years, although standards recovered slightly in 2012. Standards have been consistently better in Wales than in the UK as a whole in recent years. The percentage of pupils who attained grade A* in 2012 was higher in Wales than in the UK as a whole.

The percentage of pupils entering the short GCSE course in religious studies who attain a grade A*-C in Wales and the UK between 2007/08 and 2011/12



Source: Joint Council for Qualifications GCSE results 2008-2012

- 22 A significantly higher percentage of girls attained grades A* to C than boys in the short GCSE course in religious studies in recent years. In 2012, around two-thirds of girls attained grades A* to C compared to around half of boys, resulting in a wider gap between girls and boys in Wales than in the UK as a whole. The gap between girls and boys is wider for the short course than it is for the full course. The gap is even more marked for those who attain the highest grade in Wales. In 2012, more than twice as many girls as boys attained grade A*.
- 23 Standards in the short GCSE course in religious studies cannot be meaningfully compared to standards in other short course subjects due to the large differences in the number of entries in subject areas.
- 24 A few schools enter the lowest ability pupils for a qualification below GCSE level, such as the Entry Level Certificate in Religious Studies. The proportion of pupils achieving the highest grade in this Certificate, Entry 3 (formerly 'Distinction'), has fallen every year for the last four years. This may reflect a changing ability-range in the pupils entering: the number of entries has almost halved during this period as more are entered for the short GCSE course.

Standards of achievement

- 25 In the schools visited for this survey, lesson observations and scrutiny of pupils' work show that standards are good in a majority of schools at key stage 3. Standards are not excellent in any of the lessons observed. Standards are unsatisfactory in a few schools where pupils do not make enough progress in individual lessons or through the key stage as a whole. This is usually due to weaker teaching, which is mainly to be found in lessons taught by non-specialist teachers. More able and talented pupils are the most likely group to underachieve and this is usually because the tasks set by teachers do not challenge them or require them to demonstrate and develop the skill and understanding required for level 7 or above.
- 26 Most pupils following the full course at key stage 4 make good or very good progress. In schools where the full course is taught in the same amount of time as is usually given to the short course, pupils are conscious of the pressure of time and work particularly hard to complete the course and achieve a good grade. The majority of these pupils readily take up opportunities to continue their learning during lunch periods or in after-school department clubs to make up for the lack of lesson time.
- 27 Many pupils studying the short GCSE course in religious studies at key stage 4 make good progress.
- 28 In religious education lessons where pupils are not following an examination course at key stage 4, standards are poor even when pupils are able. In most schools visited, standards in these lessons are rarely better than adequate as pupils do not work hard, and are rarely expected to work hard by teachers.
- 29 Standards are higher for girls than for boys in religious education and religious studies. There is no apparent reason for this other than that it mirrors a similar gap in standards of literacy between girls and boys, and the gap between them in standards of extended writing in particular.

- 30 In most schools visited, many pupils can recall and explain the religious beliefs, teachings and practices that they have learnt. At a level in line with their age and ability, these pupils can explain what impact the beliefs, teachings and practices have on people's lives and make comparisons with their own lives.
- 31 Many pupils can express and justify opinions well orally on religious and moral issues, and the majority of pupils can do so in writing too. They use a good range of religious terminology appropriately.
- 32 Many pupils develop their thinking skills well in religious education and religious studies lessons. They ask questions to clarify meaning and understanding and can apply their understanding well to new learning. Most pupils seek information appropriately to pose and solve problems. A few pupils are very analytical and perceptive when reflecting on learning experiences.
- 33 Pupils' personal and social development through religious education is good in most schools. In particular, pupils develop a greater appreciation of, and sensitivity to, global cultural and religious diversity. However, pupils' understanding of the variety and extent of faith groups in their own community and in Wales as a whole is often less well developed.
- 34 In most schools visited, the majority of pupils are competent independent learners in religious education and religious studies lessons. They also work cooperatively and conscientiously in paired and group activities. However, where pupils are not following a GCSE course in their religious education lessons, standards are generally lower. GCSE courses in religious studies have gained in popularity over recent years.

Participation and engagement in learning

- 35 More pupils gain a qualification in religious studies than in any other non-core subject in Wales. In 2011, over 28,000 pupils gained either a full-course or short-course GCSE in religious studies out of around 36,000 pupils who entered GCSEs that year.
- 36 The number of entries for the full GCSE course in religious studies has risen by a third in Wales over the last five years. In 2012, over a quarter of all Year 11 pupils in Wales were entered for the full course and, of the non-core subjects, only history had more entries than religious studies. By contrast, in 2008, art, design and technology, French, geography, history and ICT all had more entries than religious studies.
- 37 As well as indicating the popularity of the subject, this rise in entries is also due to an increase in the number of schools that enter a significant proportion of pupils for the full course, even when pupils have not chosen it as an option. These pupils usually complete the course in the time allocated for statutory religious education, which is normally less than half of the time usually allocated to a full, non-core GCSE subject.
- 38 Apart from an unusually high number of entries in 2009, the number of pupils entered for the short GCSE course in religious studies has risen steadily over the last five years. In 2012, just over half of all Year 11 pupils in Wales entered for the short course.

- 39 More girls than boys take a GCSE in religious studies and this is particularly so for the full course. The difference in the proportion of entries of girls and boys for both courses is greater in Wales than for the United Kingdom as a whole.
- 40 The Entry Level Certificate is being used appropriately in schools visited for this survey and enables those very few pupils who are unlikely to attain at least a grade G at GCSE to gain a qualification. The number of pupils entered for this qualification has declined significantly in recent years, with just over 250 pupils entered in 2012. Every year, around twice as many boys as girls are entered.
- 41 Almost all pupils in the lessons observed showed respect for the opinions and beliefs of others. Many pupils value what they learn in religious education and understand how it contributes to their personal and social development. In particular, pupils enjoy exploring fundamental questions and learning about why people live their lives in different ways. They enjoy discussing their views on a variety of issues relating to religion and ethics and take part enthusiastically in lessons.
- 42 In lessons at key stage 3, levels of engagement and standards of behaviour are usually good or excellent, particularly in schools where the subject has a good reputation and where most pupils go on to achieve a qualification in religious studies at key stage 4. Schools that have lower levels of engagement and standards of behaviour at key stage 3 are usually those where only a very few pupils go on to achieve a qualification in religious studies at key stage 4.
- 43 In lessons at key stage 4 where pupils are following the full course at key stage 4, pupils' behaviour is usually good or excellent. In lessons where pupils are studying the short course, a few pupils do not engage well in the work and cause low level disruption to other pupils. In lessons where pupils are not following an examination course, a minority of pupils misbehave. This suggests that they do not value the lessons and this may be because they do not lead to a qualification.
- 44 While a minority of pupils believe that achieving a qualification in religious studies is valuable in helping them towards a particular career, most pupils appreciate that the subject has a wider value for their personal and social development which will be of benefit whatever their career.
- 45 The number of pupils progressing to study AS and A level religious studies has risen considerably over the last five years, and at a faster rate than the rise in the full GCSE course entries. In 2008, 12 subjects had significantly more A level entries than religious studies in Wales, whereas in 2012 only six subjects had significantly more entries. Religious studies is much more popular in Wales at A level than in the UK as a whole.
- 46 Three times as many girls enter A-level religious studies than boys in Wales, compared to twice as many in the UK as a whole. It is not clear why girls are much more likely to progress to A level than boys in religious studies. By comparison, in history, for example, the percentage of entries from boys at A level is similar to those at GCSE.

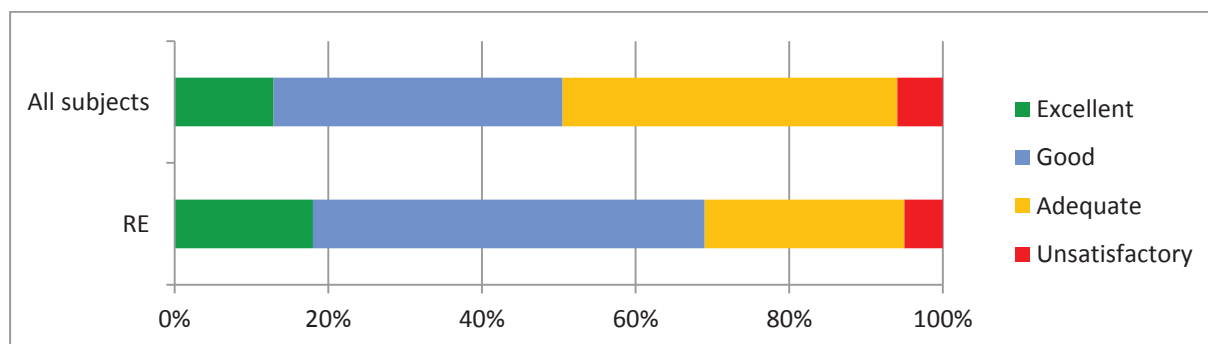
Factors affecting outcomes in religious education

- 47 There are many aspects of a school's work that influence the standards pupils achieve, most importantly the quality of teaching. This section evaluates the impact of teaching, assessment, curriculum arrangements, resources and aspects of leadership on pupils' standards in religious education, as well as factors outside school.

Teaching and assessment

- 48 Teaching and assessment were good or better in just over two-thirds of the lessons observed for this survey. There was no significant difference between the quality of teaching and assessment at key stage 3 and at key stage 4. Teaching was excellent in nearly one fifth of lessons and unsatisfactory in a very few lessons. These findings suggest that teaching in religious education is significantly better than average for teaching across all subjects in secondary schools inspected since 2010.

Judgements for teaching and assessment in religious education (RE) compared to judgements for teaching and assessment across all subjects in secondary schools



Source: Estyn inspection outcome database and school visits for this survey

- 49 The most effective teaching at key stage 3 is that which is in line with the guidance set out in the Welsh Government document on religious education: 'Guidance for Key Stages 2 and 3: Key messages for planning learning and teaching'³.
- 50 In many schools, at both key stages, religious education teachers:
- have a good subject knowledge;
 - teach enthusiastically;
 - use a range of teaching strategies effectively to support learning, particularly through discussion in pairs and groups;
 - use artefacts and audio-visual resources well;
 - prepare pupils very well for GCSE examination questions;
 - promote pupils' thinking skills well; and
 - promote literacy well, particularly oracy and writing skills.

³ <http://wales.gov.uk/docs/dcells/publications/110510rekeyen.pdf>

Using collaborative group work effectively to strengthen learning

A secondary school used 'delegation groups' as an effective tool for learning about Bible teaching on the subject of suffering. Pupils were organised into five small 'home' groups. One 'delegate' from each 'home' group then joined together to explore and make notes on a Bible passage in a 'research group'. Four similar 'research groups' had different passages. The 'delegates' then returned to their 'home' group, where they all briefed each other on the passage they'd explored and made notes about the other passages too. Each 'home' group then worked together to draw conclusions from what they had learnt from all the passages and debate their views. Pupils used their learning as a basis for extended writing on what the Bible teaches about suffering. The teacher moved around the various groups throughout the lesson to encourage, challenge and support pupils as necessary. The task kept every pupil fully involved by giving them responsibility for their learning. The lesson resulted in a very high standard of written work, which showed pupils' excellent understanding and their ability to express and justify their opinions on the subject.

- 51 The majority of teachers focus appropriately on developing pupils' three core skills of:
- engaging with fundamental questions;
 - exploring religious beliefs, teachings and practices; and
 - expressing personal responses.
- 52 In a majority of schools, teachers often set learning in the context of local, national and international events and news stories, which improves pupils' engagement in learning, increases their understanding and supports the development of their skills.
- 53 In a minority of schools, teachers enhance learning experiences by inviting external visitors to the classroom, such as local religious leaders or charity workers, or by taking pupils on learning visits locally or further afield. Such learning experiences support the development of pupils' thinking skills. For example, they provide valuable opportunities to challenge prejudices, explore personal feelings and beliefs, and develop empathy. These opportunities often help pupils to improve their extended writing.
- 54 Many schools use non-specialist teachers to varying extents to teach religious education in key stage 3 and key stage 4, although they are very rarely used to teach full course GCSE. Non-specialist teachers do not have a negative impact on standards in the majority of schools. In a minority of schools, the use of non-specialist teachers results in standards that are only adequate or, in a few schools, unsatisfactory. This is because these teachers are either generally less effective, they have a weak understanding of the subject or they are not being supported or monitored well enough by the subject leader.

Support for non-specialist teachers

A secondary school has two specialist teachers of religious education supported by three non-specialist teachers. The non-specialist teachers teach religious education to 10 classes. The department's support for the non-specialist teachers creates an

excellent ethos in which all teachers feel valued, which has a positive impact on the pupils. All the materials needed to teach the subject are hosted in the department's area of the school intranet. As far as possible, the non-specialists are timetabled to teach in the religious education rooms in the school. The non-specialists are all given a responsibility within the department to develop their expertise and ensure that they are an active part of the department's improvement plan. For example, one of the non-specialist teachers is a physical education teacher who has expertise in organising external trips, and is given responsibility for co-ordinating visits to places of worship.

- 55 In a minority of lessons, teachers do not stretch or challenge more able and talented pupils enough at key stage 3, particularly in written work. There is a perception among specialist teachers that pupils must produce more complex writing to achieve a level 7 or above at key stage 3 than is required to achieve a grade A* in GCSE and concentrate on preparing pupils to gain full marks in GCSE examination questions, instead, often starting this work in Year 9 rather than supporting them to achieve higher levels at key stage 3.
- 56 Most teachers' use of ICT to support religious education is limited to delivering presentations or showing websites rather than enabling pupils to make full use of ICT. A very few teachers make good use of ICT, for example by supporting pupils to research a variety of information sources on an issue online to stretch their thinking and inform class debate and extended writing.
- 57 In a few schools, Twitter and other online tools effectively teachers use to support pupils in their work and promote the subject, by highlighting relevant news stories and online resources and sending reminders about homework, assessments and examinations. This broadens pupils' thinking, helps them to apply their learning in new contexts, and prepares pupils well for external examinations.
- 58 In the majority of schools, teachers provide good feedback, both oral and written, which enables pupils to understand their progress and how to improve their work. At key stage 4 in particular, this prepares pupils very well for external examinations. Where assessment is good or better, teachers use self-assessment and peer-assessment regularly.
- 59 Just over two-thirds of schools submitted evidence of pupils' work for level 4 to level 7 to the WJEC for central moderation of religious education at key stage 3 in 2012. The Chief Moderator's report for 2012 notes that only a few schools had their understanding of levels fully accepted. Therefore the assessment of levels is likely to be inaccurate in many schools and this affects the usefulness of the data, both at school and national level. However, there is little correlation between the accuracy of levelling at key stage 3 and the accuracy of predicted standards in GCSE at key stage 4. Schools generally have much better understanding of the GCSE requirements.
- 60 In almost all schools, pupils are given, and are aware of, a target level for their work at the end of key stage 3 or a target GCSE grade. However, these targets are not informed enough by the professional judgement of a specialist teacher, as they are

often set outside the department and generated by computer models based on prior attainment. Targets in key stage 3 are more likely to lack challenge than be too challenging, whereas key stage 4 targets generally have an appropriate level of challenge. If pupils do not enter for a formal qualification at key stage 4, they do not have a target for their work in religious education as there is no other national measure for their achievement.

- 61 Almost all the schools visited provide an appropriate report to parents on their child's progress in religious education.

Curriculum planning

- 62 Almost all schools meet the requirements of their local agreed syllabus for religious education. A very few schools do not meet the requirements at key stage 4 because there is not enough lesson time to cover the syllabus or because religious education lessons are used to work towards other qualifications, such as Essential Skills Wales or the Welsh Baccalaureate, and they do not cover the syllabus well enough as a result.
- 63 On average, pupils have one lesson per week (around one hour long) of religious education at key stage 3. In a few schools, religious education is allocated less time at key stage 3 than history or geography, but none of these schools had a rationale for this and it has a negative impact on pupils' attitudes. In a very few schools, religious education is provided within a wider programme of topic-based learning that covers several curriculum areas, such as the humanities. Such a programme can help teachers to focus on developing pupils' skills and, so long as there is enough input from specialist teachers in designing and monitoring the programme, it does not have a negative impact on standards in religious education.
- 64 In one school, there are no religious education lessons in Year 9, but the usual timetable is suspended occasionally and pupils are provided with a programme of religious education on these days instead. This arrangement has a negative impact on progress, standards and the take-up of religious studies at key stage 4 as it is too short to allow development over time.
- 65 The amount of time allocated to full GCSE course in religious studies varies in the schools visited between two hours to five hours a fortnight. Just less than half the schools allocate five hours a fortnight, which is the average amount of time usually allocated to a non-core subject for single award GCSE. However, half the schools allocate only two hours a fortnight. Teachers in these schools struggle to cover the course in the time. They often use a restricted range of teaching methods and are too narrowly focused on teaching pupils how to succeed in the examination rather than developing their skills more broadly.
- 66 In some schools that only provide two hours of curriculum time, the percentage of pupils achieving A* to C grades in religious studies is higher than in subjects with five hours of time such as history or English. This is because these schools take measures to compensate for the lack of time, in particular by starting the GCSE course in Year 9 and providing additional lessons or drop-in sessions at lunchtimes and after school. While this helps pupils achieve good standards, it results in an unfair workload for some teachers and pupils.

- 67 The amount of time allocated to the short GCSE course in religious studies varies in the schools visited from one hour a fortnight to over two hours, although the vast majority of schools allocate two hours a fortnight. One hour in a fortnight is not enough time to cover the course fully and enable pupils to make the progress they should be making.
- 68 Around half the schools in Wales enter most of their pupils for the short GCSE qualification in religious studies even when they have not opted for the subject because it gives them the opportunity to gain another qualification in an area where they are required by law to continue their learning at key stage 4. Schools are increasingly covering the full course during the same time allocation (i.e. the religious education time allocation) with pupils that they feel are capable of attaining grade C or above.
- 69 A very few schools do not offer pupils the opportunity to take religious studies at GCSE level at key stage 4. When this happens, it is usually because the number of pupils choosing the subject is not enough to make a viable group. In such instances it is often the case that options for collaborative delivery with other schools have not been explored.

Collaborative approach to religious studies at key stage 4

A secondary school had not been able to provide the full GCSE course in religious studies in recent years because not enough pupils choose the subject to make it viable. The school addressed this by working in collaboration with five other secondary schools to provide the course from one site for all pupils in the consortium. The pupils can progress post-16 as the consortium offers A-level religious studies too. The collaborative arrangement has also benefited staff in the schools in the consortium, as they share responsibility for teaching the collaborative courses.

- 70 Schools have various arrangements to provide statutory religious education for pupils who do not follow either GCSE course at key stage 4. The amount of time allocated to religious education is either one or two lessons per fortnight in the schools visited for this survey. One school visited has no regular lessons, but instead suspends the usual timetable for occasional days through the year and provides a programme of religious education for the day instead. However, providing religious education solely through one-off days does not support the development of skills effectively.
- 71 Many schools plan appropriately their coverage of Christianity and the other principal religions, although a few schools restrict their coverage too much and spend too long studying one religion.
- 72 In almost all schools, religious education makes a strong contribution towards pupils' spiritual, moral, social and cultural development. This is not the case in schools where standards are unsatisfactory or the subject is not given enough time.
- 73 Schemes of work are often not explicit enough about the development of pupils' core skills in engaging with fundamental questions, exploring religious beliefs, teaching and practices and expressing personal responses. As a result, in a few lessons observed, weaker teachers focus too much on knowledge, such as the content of a story in a sacred text or facts about a religious festival, rather than using these as contexts to develop pupils' skills.

- 74 Many schools do not plan well enough to incorporate the Welsh dimension within religious education. In the few schools where the Welsh dimension is well developed, local religious leaders and charity workers contribute to lessons and pupils visit places of worship, museums and exhibitions. These schools ensure that the Welsh context is included in plans, for example by covering aspects of Wales' Christian heritage and its present multi-faith composition.
- 75 Almost all schools incorporate education for sustainable development and global citizenship well within religious education. For example, pupils develop their attitudes and understanding about issues such as prejudice, poverty and slavery through learning about the lives of people who, inspired by their faith, tackled these issues.
- 76 In a minority of schools, religious education plans incorporate aspects of the requirements for Essential Skills Wales qualifications or the Welsh Baccalaureate well. However in these instances, a few schools do not cover the religious education syllabus well enough because they place too much emphasis on the requirements for these other qualifications.
- 77 Pupils are far more likely to progress to AS and A-level religious studies if there is a sixth form at their school. Of the schools that Estyn visited for this survey that do not have sixth forms, none has strong links with further education providers to support pupils' progression in religious studies.

Leadership, management and improving quality

- 78 In the majority of secondary schools, the religious education department is led well. Effective subject leaders in these schools set high expectations within the department, monitor other religious education teachers closely, provide appropriate support and challenge, delegate aspects of leadership and management to colleagues, and encourage a collegiate approach.
- 79 Self-evaluation is good or better in only a minority of religious education departments. The paucity of national data on religious education and religious studies especially at key stage 3 does make it difficult for schools to compare standards with those in other schools. Only a few departments analyse examination data thoroughly in order to plan for improvement. In the very few schools where self-evaluation is excellent, teachers compare the results of every pupil entered for religious studies with their results in other subjects, as well as taking into account their prior attainment and relevant context such as any additional learning needs and whether or not they are entitled to free school meals. Where there is more than one GCSE class, and particularly where there is more than one teacher who teaches GCSE, the best subject leaders analyse the performance of each class. These subject leaders use their self-evaluation very effectively to inform improvement plans.
- 80 Subject leaders who are the only specialist religious education teacher in the school often do not have enough time to carry out their leadership role effectively due to their teaching commitments. This is usually the case where a school makes significant use of non-specialists, has a high proportion of pupils entered for GCSEs, does not give enough time to deliver the full GCSE course, or does not provide support for data analysis, all of which require time from the subject leader to address.

- 81 Almost all schools meet the statutory requirement to include within their prospectus a summary of the religious education provided at the school. They also provide details of how a parent, or sixth-form pupil, can exercise the right to opt out of religious education and of any alternative provision made for such pupils. In a few of the schools visited for this survey, a very few pupils are withdrawn from religious education by their parents. Almost all these pupils are withdrawn because of their parents' religious beliefs. In all cases where pupils are withdrawn, schools have satisfactory alternative arrangements in place.
- 82 The lack of opportunities for professional development and learning networks means that good practice is not shared enough and issues such as strategies to raise boys' attainment, the accuracy of assessing levels of performance at key stage 3 and planning for the development of skills are not addressed effectively.
- 83 In a few schools, subject leaders and specialist teachers arrange to meet informally with colleagues from other schools in their area to exchange ideas and work together on issues of common interest. Occasionally these meetings are formalised as part of joint INSET days across a group of schools and they are more effective when this is the case as they focus on good practice and are linked directly to improvement planning within schools.
- 84 Most religious education teachers do not have enough professional development opportunities that are specific to their subject and non-specialists rarely have any professional development in religious education. Only a very few of the schools visited had received external support for religious education from their local authority or SACRE in the last three years. A very few teachers attend, and benefit from, religious education courses provided by private companies.

Appendix 1: Evidence Base

This report draws on visits to 20 secondary schools. This sample takes account of a range of geographical location, socio-economic background, size of school and linguistic contexts. In these visits, inspectors:

- observed lessons at key stages 3 and 4;
- scrutinised samples of pupils' work and department documentation;
- met groups of pupils; and
- met teachers and senior managers.

Additional evidence was drawn from:

- GCSE religious studies examination data;
- the Chief Moderator's report on religious education at key stage 3; and
- discussion with a representative group from the Welsh Association of SACREs (Standing Advisory Councils on Religious Education).

The following schools were visited for this survey:

- Brynteg School, Bridgend
- Caerleon Comprehensive School, Newport
- Cathays High School, Cardiff
- Chepstow Comprehensive School, Monmouthshire
- Coedcae Comprehensive School, Carmarthenshire
- Coleg Cymunedol Y Dderwen, Bridgend
- Glan Afan Comprehensive School, Neath Port Talbot
- Gowerton School, Swansea
- Hawthorn High School, Rhondda Cynon Taff
- Llangatwg Community School, Neath Port Talbot
- Newport High School, Newport
- Rumney High School, Cardiff
- St David's High, Flintshire
- St Martin's Comprehensive School, Caerphilly
- Welshpool High, Powys
- Ysgol Dinas Bran, Denbighshire
- Ysgol Dyffryn Conwy, Conwy
- Ysgol Gyfun Gymraeg Bryn Tawe, Swansea
- Ysgol Gyfun Gymraeg Plasmawr, Cardiff
- Ysgol Gyfun Ystalyfera, Neath Port Talbot

The remit author and survey team

| | |
|-------------------|--------------|
| Mark Champion HMI | Remit author |
| Denise Wade HMI | Team member |
| Mary Parry AI | Team member |

Standing Advisory Council for Religious Education

**ANGLESEY
ANNUAL REPORT**

September 2012 - August 2013

Corporate Director of Education and Leisure

Richard Parry 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

Councillor
Chairman of Anglesey SACRE 2012-13

SECTION 2: ADVICE TO ANGLESEY EDUCATION DEPARTMENT

2.1 SACRE's function in relation to Religious Education

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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';
- 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 which support teachers and head teachers in their self-evaluation. The supplementary materials include success criteria, lesson observation book review guidelines, 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 is leaderships and management?

Six self-evaluation reports were submitted from primary school head teachers during the year: Corn Hir, Llanfachraeth, Llanddona, Penysarn, Rhosybol, Y Tywyn. X 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 | 3 | | | 1 | 3 | 1 | |
| Secondary | | | | | | | | | | | | |
| Total | | 5 | | | 1 | 3 | | | 1 | 3 | 1 | |

**Tywyn’s self evaluation report did not include a judgement on the quality of the outcomes or provision in religious education or on the quality of the provision for collective worship. Llanddona’s self evaluation report did not include a judgement on the quality of the provision of religious education.*

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), and
- 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 ensures 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)
- 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)
- 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)
- 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)
- more opportunities for pupils to develop and lead collective worship sessions; (Rhosybol, Penysarn)
- 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 to teachers if the moderators had failed to agree with the departments' interpretation. 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 Level 4 and 5, while nearly half of RE departments have a good understanding of the characteristics of Levels 6 and 7. Half of Anglesey's RE departments have a sound understanding of Levels 6 and 7. Nearly all departments were advised to respond to some issues relating to the nature of the activities or assessment.

SACRE Recommendations to Anglesey Council

- Provide support to departments which had failed to present their portfolios or which had failed to show a full understanding of the level descriptions.
- 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% | | 29.7% | | 14.3% | |
| 2011 | 3(5)+11(14)+2(7) | 377 | 1,767 | 76.9% | | 26.0% | | 6.9% | |

Religious Education was received from 4 secondary schools in Anglesey.

- The average subject score for Anglesey was 5.05.
- Learners have been 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 school in Anglesey. The average score is 49. (out of 14 schools in Gwynedd. The average subject score is 49, and 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%)
- 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 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 | 3 | 4 | 3 | 7 | | | | 50.0 | 66.7 | 57.1 | 100 | 100 | 100 | 19 | 21 | 20 |
| 2011 | 2 | 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 who 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

X 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 described as excellent, good, adequate, unsatisfactory in x schools.

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 to 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 Advisor and the part time Religious Education advisory teachers (part time) 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 support 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, oray 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. Local churches (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's 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 Gwynedd 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 systems 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 Phased (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, 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 Gwynedd.

DRAFT

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

The Education Committee has retained the right to nominate a SACRE Chairperson.

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

Diacon 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 Watkin (Ysgol Caergybi)
Mrs Nedy Edwards (Ysgol Syr Thomas Jones)
awaiting nomination
awaiting nomination
awaiting nomination
Ms Elinor 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

Mr Richard Parry Jones
Mr Gareth Jones
Miss Bethan James
Mrs Leusa Jones
Miss Debbie Humphreys
Mrs Nia Wyn Jones

Corporate Director of Education and Leisure
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, Gwynedd 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:

Mr Richard Parry Jones, Corporate Director (Education and Leisure)

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 tot the following organisations:

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

- Anglesey schools
- Members of Anglesey SACRE
- Department for Education and Skills, Welsh Government
- Head of Anglesey's Education Department
- Anglesey Council Leader
- 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 Gwynedd 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?

| | | | | | | | |
|---|-----------------------|---|--|---|---|---|---|
| <table border="1"> <tr><td colspan="3">Number of candidates</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table> | Number of candidates | | | B | G | Σ | 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. |
| Number of candidates | | | | | | | |
| B | G | Σ | | | | | |
| <table border="1"> <tr><td colspan="3">% Excellence</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table> | % Excellence | | | B | G | Σ | 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. |
| % Excellence | | | | | | | |
| B | G | Σ | | | | | |
| <table border="1"> <tr><td colspan="3">% L2</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table> | % L2 | | | B | G | Σ | 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. |
| % L2 | | | | | | | |
| B | G | Σ | | | | | |
| <table border="1"> <tr><td colspan="3">% L1</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table> | % L1 | | | B | G | Σ | 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. |
| % L1 | | | | | | | |
| B | G | Σ | | | | | |
| <table border="1"> <tr><td colspan="3">Average subject score</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table> | Average subject score | | | B | G | Σ | 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 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. |
| Average subject score | | | | | | | |
| B | G | Σ | | | | | |

What does the GCSE (short course) table show?

| | | | | | | | |
|---|-----------------------|---|--|---|---|---|--|
| <table border="1"> <tr><td colspan="3">Number of candidates</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table> | Number of candidates | | | B | G | Σ | 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. |
| Number of candidates | | | | | | | |
| B | G | Σ | | | | | |
| <table border="1"> <tr><td colspan="3">% Excellence</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table> | % Excellence | | | B | G | Σ | 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. |
| % Excellence | | | | | | | |
| B | G | Σ | | | | | |
| <table border="1"> <tr><td colspan="3">% L2</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table> | % L2 | | | B | G | Σ | |
| % L2 | | | | | | | |
| B | G | Σ | | | | | |
| <table border="1"> <tr><td colspan="3">% L1</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table> | % L1 | | | B | G | Σ | |
| % L1 | | | | | | | |
| B | G | Σ | | | | | |
| <table border="1"> <tr><td colspan="3">Average subject score</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table> | Average subject score | | | B | G | Σ | 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. |
| Average subject score | | | | | | | |
| B | G | Σ | | | | | |

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Anglesey : Summer 2013

2.5 Standards in Religious Education in secondary schools

2.5.1 KS3 Teacher Assessments in Religious Education

Religious Education departments judge pupils' attainment on the basis of the year's work, specific assessment tasks and tests. The pupils do not sit the same tests or respond to the same assessment tasks. Many training meetings have been held since 2007 to support teachers as they analysed the characteristics of the level descriptions and planned appropriate learning activities. Schools were invited to submit portfolios of pupils' work to WJEC external moderators in 2010/11 and 2011/2012 in order to moderate teachers' understanding of the level descriptions. This process was completed during the Summer of 2012 and departments have received reports outlining whether the moderators agreed with the teachers' understanding of the level characteristics. These reports offered further guidance to teachers if the moderators had failed to agree with the departments' interpretation. There will be no further opportunities to submit or resubmit portfolios.

Four (out of 5) secondary schools submitted portfolios as part of the WJEC external moderation process. The Chief Moderator's reports show that the majority of departments had a good understanding of the characteristics of Levels 4 and 5. Nearly half of the departments had a good understanding of Levels 6 and 7.

A training event for the religious education teachers of North Wales, 'Understanding Standards at KS3' was organised at Llandudno Junction in January 2013. The three RE advisers in the North Wales region worked together in order to organise the training course sponsored by WASACRE, the six local authorities of North Wales and the secondary schools. The providers reinforced previous guidance and reference was made to 'Religious Education: Guidance for KS2 and KS3' (Welsh Government, 2011) as teachers planned and assessed rich learning activities in religious education. Representatives from 5 RE departments in Gwynedd attended the training course.

The Welsh Government does not collect KS3 Religious Education assessments therefore we are unable to compare the performance of secondary departments in Gwynedd with other local authorities across Wales. CYNNAL collects KS3 data on behalf of Anglesey (A), Gwynedd (G) and Conwy (C)*.

| Year | Schools | Pupils | | %L5+ | | %L6+ | | %L7+ | |
|------|------------------|----------|-------|----------|-------|----------|-------|----------|-------|
| | M+G+C* | Anglesey | A+G+C | Anglesey | A+G+C | Anglesey | A+G+C | Anglesey | A+G+C |
| 2013 | 3(5) | 428 | | 90.0% | | 45.3% | | 14.3% | |
| 2012 | 5(5)+13(14)+4(7) | 656 | 2,568 | 74.1% | | 29.7% | | 6.9% | |
| 2011 | 3(5)+11(14)+2(7) | 377 | 1,767 | 76.9% | | 26.0% | | 10.1% | |

- KS3 performance data has been received from three secondary schools: Ysgol Sir Thomas Jones, Ysgol Uwchradd Caergybi, Ysgol David Hughes.
- CYNNAL has not received KS3 data performance from: Ysgol Bodedern, Ysgol Gyfun Llangefni and Ysgol y Bont (special school).
- 428 KS3 pupils were assessed in Summer 2012.
- 90% of Anglesey's KS3 pupils attained Level 5+ in Religious Education. The percentage varies from 85% in one school to 93% in another.
- 45.3% of Anglesey's KS3 pupils attained Level 6 in Religious Education. The percentage varies from 34% to 51%.
- 14.3% of Anglesey's KS3 pupils attained Level 7 in Religious Education. Level 7 was awarded to pupils in every school and the percentage varies between 3% to 21%.
- Level 3 or below was awarded to pupils in two schools.

- No pupil was awarded Level 8 in Religious Education.

What are SACRE's recommendations to Anglesey Council?

DRAFT

2.5.2 GCSE Results: Religious Studies (full course)

The data represents the candidates who were 15 years old or older in January 2011

| Anglesey secondary schools | 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 |
| 2013 | 5 | 32 | 108 | 140 | 28.1 | 46.3 | 42.1 | 81.3 | 82.4 | 82.1 | 100 | 100 | 100 | 44 | 46 | 46 |
| 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 |
| 2010 | | 22 | 54 | 76 | 27.3 | 48.1 | 42.1 | 40.9 | 90.7 | 76.3 | 100 | 100 | 100 | 36 | 48 | 44 |

The average score achieved by the pupils in all subjects is not available to the humanities adviser. Consequently it is inappropriate to compare performances of schools. However, RE departments will be able to access data to show how their candidates performed in other subjects and are advised to use this information in their self-evaluation.

Very good results

- 140 candidates from 5 schools in Anglesey. The average subject score of 46 shows a fall of 3 points since 2012.
- The number of candidates varies from 11 pupils in one school to 39 in another.
- 42.1% of the candidates were awarded A*/A (excellence). The percentage is significantly lower than 2012 (-17%) and shows a return to the percentage of 2012.
- 82% of the candidates were awarded a Level 2+ qualification (A*- C) which is lower (-7%) than the percentage of candidates awarded L2+ in 2012. All candidates have attained a Level 1 qualification.
- More girls than boys choose Religious Studies as a GCSE optional subject (B 32 : G 108).
- The results achieved by the girls are better than those achieved by the boys. The average score achieved by the girls is 46 in comparison with the average score of 44 achieved by the boys. +8 represents a GCSE grade. However this year's L2 results suggest that the gap between boys and girls has closed for the fourth consecutive year. The gap between the percentage of boys and girls attaining A*/A is 18.2% which is similar to the gap observed in 2012 (22%).

GCSE Results: Religious Studies (short course)

This data represents the pupils who were 15 years old or older on January 2010. These pupils have chosen to claim their points on the completion of their GCSE short course instead of continuing their studies for a second year. Very few schools offer the GCSE Religious Studies short course as an accreditation for the statutory KS4 Religious Education course.

| Ysgolion Uwchradd Ynys Môn | Nifer o ysgolion | Nifer yn sefyll | | | % Rhagoriaeth | | | % L2 | | | % L1 | | | Sgôr cyfartalog y pwnc | | |
|----------------------------|------------------|-----------------|-----|-----|---------------|-----|-----|------|------|------|------|-----|-----|------------------------|----|----|
| | | B | G | Σ | B | G | Σ | B | G | Σ | B | G | Σ | B | G | Σ |
| 2013 | 2 | 11 | 32 | 43 | | | | 72.7 | 84.4 | 81.4 | 100 | 100 | 100 | 21 | 25 | 24 |
| 2012 | 3 | 4 | 3 | 7 | | | | 50.0 | 66.7 | 57.1 | 100 | 100 | 100 | 19 | 21 | 20 |
| 2011 | 2 | 32 | 37 | 69 | 0.0 | 0.0 | 0.0 | 65.6 | 86.5 | 76.8 | 100 | 100 | 100 | 20 | 24 | 22 |
| 2010 | | 70 | 136 | 206 | 0.0 | 0.0 | 0.0 | 61.4 | 91.2 | 81.1 | 100 | 100 | 100 | 19 | 24 | 22 |

What are SACRE's recommendations to Anglesey Council?

- Ensure that religious education teachers are able to access the subject guidance of the WJEC examination board.
- Invite the RE Department from Ysgol Sir Thomas Jones to share good practice at a meeting of Anglesey SACRE. The ratio of boys to girls is slightly higher than in other schools (B14:G25) and the average subject score of the boys (46) is closer (-1) to the average subject score of the girls (47).
- Facilitate professional learning communities for religious education teachers in order to respond to the ESTYN Inspection Report (2013) and to explore key questions such as:
 - *Why do pupils choose the subject? Why don't pupils choose the subject? Why do more girls than boys choose to study the subject?*
 - *What can departments learn from other departments about the best way of supporting boys as they prepare for external examinations. What other strategies should be considered in order to close the gap between the results achieved by boys and girls?*
 - *How can departments challenge pupils to produce work of the highest standard?*



Adroddiad y Swyddog Addysg Tachwedd 2013 November Education Officer's Report.

2b. 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.*
- Gwefan Addysg Grefyddol / *Religious Education website*
- Cefnogaeth GwE Support
- Adroddiad Estyn Report. Fe aeth allan l'r ysgolion uwchradd ar 5 Medi. *It went out to schools on 5 September. (Amgau / Enclosed)*
- Adolygiad o bynciau'r Cwricwlwm Cenedlaethol / *Review of National Curriculum Subjects (Amgau / Enclosed)*

4. Safonau Addysg Grefyddol / Standards in Religious Education

Adroddiadau Estyn Reports

Hydref 2013 Autumn.

Ysgol Cemaes.

Mae'r ysgol yn gymuned ofalgar sy'n hyrwyddo a chefnogi lles ac iechyd y disgyblion yn briodol. Mae cyswllt agos rhwng y gymuned a'r ysgol sy'n cryfhau'r ymdeimlad o berthyn. Mae bron pob disgybl yn teimlo'n ddiogel yn yr ysgol.

Mae'r ddarpariaeth ar gyfer addysg bersonol a chymdeithasol yn dda ac mae datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol disgyblion yn cael ei hyrwyddo'n llwyddiannus.

The school is a caring community that promotes and supports pupils' wellbeing and health appropriately. There is a close link between the community and the school that strengthens the feeling of belonging. Nearly all pupils feel safe at school. Provision for personal and social education is good and pupils' spiritual, moral, social and cultural development is promoted successfully.

Haf 2013 Summer

Ysgol Corn Hir

Mae'r ysgol yn hyrwyddo iechyd a lles disgyblion yn dda. Caiff holl bolisïau a gweithdrefnau'r ysgol eu hadolygu'n gyson a gweithredir hwy'n effeithiol i sicrhau datblygiad personol, ysbrydol, moesol a diwylliannol y disgyblion.

The school promotes pupils' health and wellbeing well. All the school's policies and procedures are reviewed regularly and are implemented effectively to ensure pupils' personal, spiritual, moral and cultural development.

Ysgol Moelfre

Mae'r ysgol yn gymuned gartrefol, gofalgar a chynhwysol. Caiff ymwybyddiaeth foesol, ysbrydol a diwylliannol y disgyblion ei datblygu'n llwyddiannus mewn sesiynau addoli ar y cyd ac yn ystod y gwersi.

The school is a homely, caring and inclusive community. Pupils' moral, spiritual and cultural awareness is being developed successfully in collective worship sessions and during lessons.

Ysgol Llaingoch.

Mae datblygiad personol, ysbrydol, moesol, cymdeithasol a diwylliannol disgyblion wedi ei gydlynu'n dda a'i ymgorffori'n gadarn yn y cwricwlwm a gweithdrefnau dydd-i-ddydd yr ysgol. Mae'r ysgol yn hyrwyddo gwerthoedd uchel sy'n helpu'r disgyblion i wahaniaethu rhwng yr hyn sy'n gywir ac yn anghywir ac yn eu hannog i gymryd cyfrifoldeb dros eu gweithrediadau.

Pupils' personal, spiritual, moral, social and cultural development is co-ordinated well and embedded firmly in the school's curriculum and day-to-day procedures. The school promotes high values, which help pupils to differentiate between that which is right and wrong and encourages them to take responsibility for their actions.

Hunan arfraniad **Ysgol Uwchradd Bodedern** Self Evaluation (Amgau / Enclosed)

7. Gohebiaeth / Correspondence.

Gohebiaeth gyda Julie Jones, Cymorth Cristnogol. Newid y geirfa I Addoli ar y Cyd gyda "Gwasanaeth y Mis"

Correspondence with Julie Jones, Christian Aid. Change vocabulary to "Collective Worship" with Assembly of the month.

Danfônwyd gohebiaeth , "Herio Materion Crefyddol" i'r ysgolion uwchradd ar 15 Hydref.

Correspondence regarding "Challenging Religious Issues" sent to the secondary schools on 15 October. (Amgau / Enclosed)

Adroddiadau CYSAGau Cymru / WASACRE Reports . (Amgau / Enclosed)

YSGOL UWCHRADD BODEDERN
Religious Education

Key Question 1: How good are the outcomes in Religious Education?

Standards in Religious Education – progress in learning

Key Stage 3

By the end of KS3 pupils have had opportunities to develop their skills, knowledge and understanding of Christianity and the main religions of the world and to use these to ask and respond to basic human and religious questions doing so through the subject's three core skills. Pupils are given opportunities to deal with basic questions such as 'Is there life after death?' and 'What is the meaning of life?'. Every pupil in KS3 is given opportunities to inspect religious beliefs, teachings and practices e.g. birth customs, celebrations, creation stories and life after death. Pupils enjoy learning about different religious responses to basic questions such as the ones above and why people live their lives in different ways in the wake of their beliefs. Every pupil without exception is also given the opportunity to express a personal response to matters such as "Do you believe in miracles?" and 'Life is too short to be angry. One should forgive and forget every time'. They enjoy considering their own opinions and discuss different standpoints with their peers in the lessons.

KS3 Teacher Assessment Results

79% of the pupils succeeded to attain Level 5+ as compared to the County's 90% that is slightly disappointing but better than last year that was 71.7% Level 5+.

31% have attained Level 6+ as compared to 22% last year.

14% have attained Level 7+ as compared to 11% last year.

69% of PYD pupils have attained Level 5+ therefore there is 10% difference between PYD pupils' achievement and their peers in the subject

Key Stage 4

The (WJEC) specification B course is followed for GCSE Religious Studies that gives opportunities for the pupils to develop their skills and their knowledge of Christianity and Judaism and uses these to respond to ethical and religious questions.

Statutory Religious Education lessons are provided for every pupil in KS4. These also reinforce the content of the Welsh Baccalaureate in year 10 and subjects such as abortion, euthanasia, human dignity, war and peace, marriage and divorce are discussed. Additionally Religious Education lessons are provided in Year 11 where the emphasis is on holding discussion and dealing with subjects such as relationships and responsibility, human identity, how religion and culture inspire engagement, and the place, purpose and value of life.

GCSE Results

There were good results this year with 72.7% having gained A* -C. This was a little lower than

last year's results that were 80% but still better than 2011 results that were 56.3% A*-C..

100% of the pupils succeeded in getting grade A*-G.

100% of the pupils gained grades A*-C that is considerably higher than last year (62.5%).

Key Stage 5

The WJEC A level course is followed where the students have an opportunity to study two units in year 12 (Introduction to Buddhism and Introduction to Judaism) and two units in year 13 (Studying Buddhism and Studying Religion and the Human Experience).

Statutory Religious Education is provided in a number of ways in key stage 5 e.g. through part of the Welsh Baccalaureate, PSE lessons and Wales, Europe and the World. Subjects such as nature against nurture, the meaning and purpose of life, positive relationship and relationships dispersing, Fair Trade, different ways that countries, either together or individually, work towards improving international co-operation and understanding are discussed.

Contributory Advanced and Advanced Level Results

Advanced Level

Very good results this year – 83.3% of the pupils succeed in gaining grades A*-C.

33.3% of the pupils gained grades A*-A.

100% of the pupils gained grades A*-E.

Contributory Advanced Level

Very good results with 75% of the pupils gaining grades A*-C and 100% gaining grades A*-E.

37.5% of the pupils gained grades A*-A.

Matters for attention

Close the gap between the achievement of PYD pupils and their peers.

Remind pupils regularly of their target in the subject and what needs to be done to reach their potential

Ensure regular use of tagging on the school system.

Continue to hold regular tests in order to ensure that they are learning their work and contact the home if the pupils are considerably underachieving in tests.

Pupils continue to practise answering former examination papers regularly and ensure plenty of opportunities to practise answering examination questions.

Excellent

Good

v

Adequate

Unsatisfactory

YSGOL UWCHRADD BODEDERN

Religious Education

Key question 2: How good is the provision in Religious Education?

The teaching: planning and a range of strategies

Key stage 3

Two lessons a week are set aside for Religious Education in year 7 and one lesson a week for the subject in year 8 and 9.

The teachers who teach Religious Education either as their main subject or as an additional subject are familiar with the national exemplary framework for presenting religious education. They recognize the three core skills namely dealing with the basic questions, inspecting beliefs, religious teachings and practices and express religious responses.

Religious education work plans have been based on the national exemplary Framework's requirements and incorporates the three core skills in the study areas.

The activities have been planned carefully offering the best possible opportunities for developing and building on the skills and the prior learning's knowledge and understanding. An effort is made to plan a variety of oral activities – individual and for a group and written. A number of tasks have been developed to match the Literacy Framework this year as the Subject Head is a member of the School's literacy professional learning community.

There are a large number of resources within the department e.g. books, dvds, computer programmes, a large number of artefacts. The artefacts are often lent to local primary schools.

All year 7 pupils take part in a Thanksgiving service in the local chapel annually and the collection will go towards a charity of the School Council's choice.

All Year 8 pupils will have an opportunity to take part in a Fair Trade Game activity with a Christian Aid representative as part of the annual Skills Week.

Year 9 are prepared for selecting the subject for GCSE by holding a Careers Fair and contributing to a School prospectus. A large number of pupils are aware of the value of a qualification in religious studies for a specific career but also appreciate the subject for promoting their personal and social development.

The pupils will have an opportunity to visit a chapel and church in the village and guest speakers are invited to school occasionally e.g. Skills Week. In addition pupils take part in activities for promoting the subject in the annual Open Evening.

Key Stage 4

3 lessons a week are set aside for Religious Studies GCSE lessons

The GCSE lessons are taught by the Subject Head who has a degree in Religious Studies.

The (WJEC) Specification B course is followed for GCSE that gives the pupils opportunities to develop their skills and knowledge of Christianity and Judaism and use these to respond to ethical and religious questions.

It is ensured that the pupils have plenty of opportunities to practise former examination

papers in the lessons and have regular tests in order to prepare the pupils thoroughly for the examination.

The pupils who follow the subject for GCSE are given the opportunity to visit a synagogue in Liverpool and a Chapel and Church in Bodedern.

The statutory Religious Education is taught by members of the Humanities Faculty and the lessons are planned so that there are plenty of opportunities for pupils to take part in expression of opinion activities and make decisions – individually, in pairs and groups.

Key Stage 5

4 lessons a week are set aside for Contributory Advanced Level and Advanced Religious Studies.

The Contributory Advanced Level and Advanced lessons are taught by the Subject Head who has a degree in Religious Studies.

The WJEC Advanced Contributory and Advanced Level courses are followed where the students have an opportunity to study two units in year 12 (Introduction to Buddhism and Introduction to Judaism) and two units in Year 13 (Studying Buddhism and Studying Religion and the Human Experience).

It is ensured that the pupils are given plenty of opportunities to practise old examination papers in the lessons and have regular tests in order to prepare the pupils thoroughly for the examination.

The students who follow the subject to AC and Advanced Level are given the opportunity to go on a visit to a Buddhist Centre in Manchester annually and a visit to Auschwitz or Krakow in Poland is organized every two years jointly with the History Department.

In the statutory Religious Education there are discussions on subjects such as nature as opposed to nurture, the meaning and purpose of life, relationship and relationships dispersing, Fair Trade, various ways that countries, either together or singularly, can work towards improving international co-operation and understanding. Activities are planned that give opportunities for the students to prepare their own presentations, write extended essays and take part in class discussions. Every effort is made also to invite guest speakers in.

Year 12 and 13 students contribute occasionally to collective worship and assist with the annual Thanksgiving Service. Every KS5 pupil attends the collective worship services.

Matters for attention

Attract more pupils to choose the subject to GCSE standard and to AC and A Level e.g. by continuing to offer extra-curricular opportunities such as foreign trips.

Continue to develop challenging, interesting and extended tasks for the More Able and Talented pupils.

Trial more Mind Developing and revision strategies in order to raise pupils' standards and achievement.

| | | | | | | | |
|------------------|--|-------------|----------|-----------------|--|-----------------------|--|
| Excellent | | Good | v | Adequate | | Unsatisfactory | |
|------------------|--|-------------|----------|-----------------|--|-----------------------|--|

YSGOL UWCHRADD BODEDERN

Collective Worship

How good is the provision for collective worship?

Does the joint worship conform to the statutory requirements? Yes ✓

Collective worship that follows the normal tradition of the Christian faith mainly and reflects our area and country's religious practices and traditions is provided daily in School. The collective worship is held on a whole-school level (Morning Assembly) for four mornings a week and on class level (hearth service) every Wednesday morning. The services contribute to the pupils' understanding of moral and spiritual matters and assist them to respect diversity, truth, justice, rights and responsibility as well as nurture community spirit and promote an ethos of respect that is central to Ysgol Uwchradd Bodedern.

Every teacher, senior assistant as well as the University students are given an invitation to take responsibility for the service in their turn and in the same way also every Llys (class). This is noted on the school calendar. There are clear guidelines for the staff along with suggestions for themes in the Workforce Handbook. There is a stock of ready services on the school's computer system but each one is encouraged to choose their own text in order to ensure a variety.

The pupils will have an opportunity to do one or several of the following during the worship :

- Study by listening to a presentation / reading by a member of staff or guest speaker
- Study by watching an electronic presentation on the whiteboard e.g. slideshow, part of a film
- Prayer
- reading

Parents are given the right to excuse their children from the worship and their background is taken into consideration in providing for the worship. In the same way, any member of the workforce who has a conscientious objection to attending a religious service is requested to notify the Head Teacher. This exception is very limited in Ysgol Uwchradd Bodedern.

On the whole collective worship makes a significant contribution to the learners' spiritual, moral, social and cultural development. Advantage is taken of opportunities to develop aspects of PSE, Sustainable Development, World-wide Citizenship and charitable work as part of the worship along with celebrating

the successes of individuals, groups of pupils and on a whole-school level.

On the whole provision is good with some excellent aspects.

Matters for attention

- **imitate the excellent practices in every service**

| | | | | | | | |
|------------------|--|-------------|----------|-----------------|--|-----------------------|--|
| Excellent | | Good | v | Adequate | | Unsatisfactory | |
|------------------|--|-------------|----------|-----------------|--|-----------------------|--|

Catrin Jones Hughes

Deputy Head Teacher

YSGOL UWCHRADD BODEDERN

September 2013

How can SACRE members support the process of monitoring standards of collective worship and Religious Education?

The advisory branch of CYNNAL came to an end on 31st o March. Anglesey Education Department has expressed an interest in commissioning GwE (NW Regional School Effectiveness Service) to support Anglesey SACRE but the details of the nature of the support have not been finalised.

The ex-Humanities adviser attended Anglesey SACRE on 28 June 2013 to give a presentation on analysing schools' self-evaluation reports on the standard of religious education and collective worship. A questionnaire was distributed to gauge members' knowledge and understanding of Religious Education and collective worship.

X members were present at the meeting and 10 members responded to the questionnaire.

| | x | ✓ |
|--|-----|------|
| Rwy'n deall gofynion statudol addoli ar y cyd mewn ysgolion <i>I understand the statutory requirements for collective worship in schools.</i> | | 100% |
| Rwy'n deall gofynion statudol y Maes Llafur Cytûn ar gyfer Addysg Grefyddol. <i>I understand the statutory requirements of the Agreed Syllabus for Religious Education</i> | 30% | 70% |

Yn dilyn sesiynau hyfforddi penodol, a fydddech yn hapus i:

Following specific training sessions, would you be happy to:

| | Byddwn Yes | Na fyddwn No |
|--|---------------|-----------------|
| Ymweld â sesiwn/sesiynau addoli ar y cyd mewn sampl o ysgolion pob tymor? <i>Attend a collective worship session/sessions in a sample of schools each term?</i> | 80% | 20% |
| Ddarllen a pharatoi dadansoddiad sampl o arfarniadau ysgol <i>Read and prepare an analysis of a sample of school self evaluation reports</i> | 70% | 30% |
| Ymweld ag ysgol er mwyn trafod hunan arfarniad ar yr ysgol ar addysg grefyddol gyda'r cydlynnydd addysg grefyddol neu bennaeth adran. <i>Visit a school in order to discuss the school's self evaluation of religious education with the RE co-ordinator or head of department.</i> | 60% | 40% |

All Anglesey SACRE members feel confident about their understanding of the statutory requirements regarding collective worship in school. Most of the members are prepared to attend collective worship session(s) in school every term. Four members submitted their names and one member was prepared to lead collective worship sessions occasionally.

Many SACRE members feel confident about their understanding of the statutory requirements of the Agreed Syllabus and were prepared to read and prepare an analysis of a sample of school self evaluation reports. A minority of members are prepared to visit a school in order to discuss a school's self evaluation with the RE co-ordinator, head of department or head teacher.

Five members submitted their names and expressed a willingness to support RE in schools but were concerned that work commitments and/or their 'dated' or 'limited' knowledge of current educational practices would limit their usefulness to SACRE.

Possible recommendations to be discussed at the next meeting (Autumn 2013)

Provide training on the statutory requirements of collective worship

Provide training on the statutory requirements of the Agreed Syllabus

Hold one SACRE meeting every year at a secondary school in order to attend a collective worship session and spend time with RE teachers and KS3, KS4 and KS5 pupils.

Hold one SACRE meeting every year at a primary school in order to attend a collective worship session and spend time with the RE co-ordinator and Foundation Phase and KS2 pupils.

Arrange that every SACRE member visit x schools each term

Invite a primary and secondary teacher to make a 10 minute presentation at each meeting.



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

Agenda

1. Croeso / *Welcome*
2. Adfyfrio tawel / *Quiet reflection*
3. Ymddiheuriadau / *Apologies*
4. Cofnodion y cyfarfod a gynhaliwyd yng Nghaernarfon, 19 Mehefin 2013 /
Minutes of meeting held in Caernarfon, 19 June 2013
5. Materion sy'n codi / *Matters arising*
6. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 4 Hydref 2013 /
Report from the Executive Committee held on 4 Hydref 2013
7. Gohebiaeth / *Correspondence*
8. U.F.A. / *A.O.B.*
9. Dyddiad y cyfarfod nesaf / *Date of next meeting*



**Cyfarfod Cymdeithas CYSAGau Cymru, Gwynedd
(Siambwr Dafydd Orwig, Caernarfon), 19 Mehefin 2013
(10.30am – 3pm)**

***Wales Association of SACREs meeting, Gwynedd (Dafydd
Orwig Chamber, Caernarfon), 19 June 2013 (10.30am –
3pm)***

| | | |
|---|--|---|
| <p>Ynys Môn / Anglesey Bethan James</p> <p>Blaenau Gwent Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans Carys Pritchard</p> <p>Caerffili/ Caerphilly</p> <p>Caerdydd / Cardiff Carys Pritchard</p> <p>Sir Gaerfyrddin / Carmarthenshire Aled Jones Mary Parry</p> <p>Ceredigion Cyng. Lyndon Lloyd</p> <p>Conwy Phil Lord N.C. Richter</p> | <p>Sir Ddinbych / Denbighshire Phil Lord Martin Evans-Jones</p> <p>Sir y Fflint / Flintshire Phil Lord</p> <p>Gwynedd Bethan James Deian Evans WMMeredeth Ken Robinson</p> <p>Merthyr Tudful / Merthyr Tydfil Cllr Ernie Galsworth Carys Pritchard</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot</p> <p>Casnewydd / Newport</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys John Mitson</p> | <p>Rhondda Cynon Taf Carys Pritchard</p> <p>Abertawe / Swansea</p> <p>Torfaen Helen Bevan</p> <p>Bro Morgannwg / Vale of Glamorgan Carys Pritchard</p> <p>Wrecsam / Wrexham Libby Jones Tania ap Siôn</p> <p>Sylwedyddion / Observers Ben Wigley REMW</p> |
|---|--|---|

Cofnodion

1. Cyflwyniad a chroeso /

Introduction and welcome. Croesawodd y Cadeirydd, Edward Evans, yr aelodau i'r cyfarfod, a chroesawodd hefyd Mr Selwyn Griffiths, cyn-Gadeirydd Cyngor Gwynedd a Chadeirydd cyfredol CYSAG Gwynedd.

Diolchodd Mr Selwyn Griffiths i'r Cadeirydd, a chroesawodd yr aelodau i Wynedd, a ddisgrifiwyd ganddo fel un o ardaloedd harddaf Cymru. Pwysleisiodd Mr Griffiths ymrwymiad Cyngor Gwynedd i gynnal ei holl fusnes drwy gyfrwng y Gymraeg.

Cydnabu hefyd y diwylliannau gwahanol niferus a fodolai o gwmpas yr ardal. Yn gynathro a bellach yn gynghorydd, diolchodd Mr Griffiths i Bethan James am ei gwaith caled a'i hymroddiad i GYSAG Gwynedd fel un o ymgynghorwyr yr Awdurdod Lleol, a dymunodd yn dda iddi yn ei rôl newydd fel Arweinydd Systemau GwE.

Anerchwyd yr aelodau gan Gyfarwyddwr Addysg Gwynedd, Mr Dewi R Jones, a ategodd groeso'r Cynghorydd Griffiths. Siaradodd Mr Jones am y newid mewn agweddau tuag at Addysg Grefyddol, gan gyfeirio at y cyfnod pan gâi AG ei disgrifio'n aml fel un o'r 'pynciau Sinderela' oedd yn gorfod ymladd am eu lle ymhlith meysydd Mathemateg, gwyddoniaeth ac ieithoedd, er enghraifft. Llongyfarchodd athrawon, CYSAG'au a ChCYSAGauC am eu gwaith caled, eu gweledigaeth a'u hymrwymiad i'r pwnc, gan ychwanegu bod y disgrifiad hwn bellach wedi diflannu oherwydd eu gallu i ysbrydoli plant, a'u cefnogaeth i AG.

Cyfeiriodd Mr Jones at ddau gyhoeddiad yn ei anerchiad. Yr oedd y cyntaf gan y Dr Barry Morgan o Brifysgol Bangor (2013), "Thinking about how we will develop RE in the future", a'r ail oedd adroddiad Robert Hill

Minutes

1. Cyflwyniad a chroeso /

Introduction and welcome. Chair Edward Evans welcomed members to the meeting and welcomed Mr Selwyn Griffiths, past chair of Gwynedd County Council and current Chair of Gwynedd SACRE.

Mr Selwyn Griffiths thanked the Chair and welcomed members to Gwynedd, which he described as one of the most beautiful area of Wales. Mr Griffiths emphasised the commitment of Gwynedd County Council to conducting all business through the medium of Welsh. He also acknowledged the many different cultures around the area. A former teacher and now a councillor, Mr Griffiths thanked Bethan James for her hard work and commitment to Gwynedd SACRE as a Local Authority advisor and wished her well in her new role as a Systems Leader for GwE. Director of Education for Gwynedd, Mr Dewi R Jones addressed members, reiterating the welcome of Councillor Griffiths. Mr Jones spoke of the change in attitudes to Religious Education referring back to when RE was often described as one of the 'Cinderella subjects', which had to fight for her place within the fields of Maths, science and languages, for example. He congratulated teachers, SACREs and WASACRE for their hard work, vision and commitment to the subject, adding that due to their enthusiasm, their ability to inspire children and their support for RE, this description has now disappeared.

Mr Jones referred to two publications in his address. The first was by Dr Barry Morgan of Bangor University (2013) "Thinking about how we will develop RE in the future" and the second was the Robert Hill report

a gyhoeddwyd gan Lywodraeth Cymru (18 Mehefin 2013). Yn gryno, dywedodd Mr Jones fod AG yn llawer mwy na gwybodaeth yn unig, a phwysleisiodd bwysigrwydd Addysg Grefyddol a'r cyfoeth o brofiadau y gallai disgyblion eu cael yn yr ysgol, naill ai yn yr ystafell ddosbarth neu yn yr ysgol gyfan — er enghraifft, cael amser i adfyfrio a meddwl ac i ystyried safbwyntiau pobl eraill. Dywedodd Mr Jones ein bod yn caniatáu i ddisgyblion wneud hyn drwy Addysg Grefyddol ac addoli ar y cyd. Aeth yn ei flaen i ddweud bod athrawon AG yn greadigol yn eu cynllunio, ac y dylent barhau felly, a bod y modd yr oeddynt yn ysbrydoli plant yn rhan greiddiol o'r cynllunio hwnnw. Gan ddyfynnu o adroddiad Hill, meddai Mr Jones: “Y tu cefn i'r holl newidiadau, y pethau pwysicaf yw'r dysgu a'r profiadau, a safon yr addysgu. Rwy'n meddwl bod yr hyn sy'n digwydd yn yr ystafell ddosbarth yn para am byth, a bod yn rhaid ei wneud yn iawn os yw am gael unrhyw ddylanwad ar safonau.”

Clôdd Mr Jones ei anerchiad drwy ddiolch i GCYSAGauC, ac anogodd barhad ymrwymiad y Gymdeithas i Addysg Grefyddol ac Addoli ar y Cyd yng Nghymru. Wedi hynny, cafwyd cyflwyniad gan rai o ddisgyblion blwyddyn 8 Ysgol Syr Hugh Owen, Caernarfon. Rhannodd y disgyblion yr hyn y buont yn ei wneud mewn gwersi AG yn ystod y tymor hwnnw. Cychwynnwyd drwy egluro'r pwnc, sef ‘Cwestiynau sylfaenol ynghylch Islam’. I ddechrau yr oedd y disgyblion wedi gweithio ar amrywiaeth o dasgau ynglŷn â Phum Piler Islam, gan gynnwys pererindod Fwslimaidd a Ramadan. Yr oeddynt wedi gweithio mewn grwpiau yn y dosbarth i greu gwahanol ddulliau o ddysgu am Ramadan, a rhoddasant arddangosiad o rai o'r rhain, gan gynnwys gêm cydgysylltu geiriau a rap yr oeddynt

published by Welsh Government (18 June 2013). In summary, Mr Jones said that RE is much more than just information and emphasised the importance of Religious Education and the wealth of experiences pupils can have in a school, either in the classroom or the whole school, for example, pupils having time to reflect and think and consider other people’s viewpoints. Mr Jones said that through Religious Education and collective worship we are allowing pupils to do this. He went on to say that teachers of RE are, and should continue to be, creative in their planning, and the way that they inspire children is a core part of that planning. Quoting from the Hill report, Mr Jones said, “behind all the changes the most important thing is the learning and experiences and the standard of the teaching. I think what happens in the classroom lasts forever and has to be done properly to have any influence on standards.”

Mr Jones ended his address by thanking WASACRE and urged the continuation of the Association’s commitment to Religious Education and Collective Worship in Wales. Members were then given a presentation by year 8 pupils from Ysgol Syr Hugh Owen, Caernarfon. The pupils shared what they had been doing in RE that term. They began by explaining the topic, which was ‘Fundamental questions about Islam’. Initially pupils had worked on a variety of tasks about the Five Pillars of Islam, including Muslim pilgrimage and Ramadan. They had worked in groups in class to create different ways of learning about Ramadan and gave a demonstration of some of these, which included a word association game and a rap that they performed. Pupils also linked their unit of work to the skills they had

wedi ei berfformio. Yn ogystal, cysylltodd y disgyblion eu huned gwaith â'r sgiliau yr oeddynt wedi eu datblygu wrth ddysgu. Diolchodd y Cadeirydd, Edward Evans, i'r disgyblion, gan gysylltu eu gwaith â'r sefyllfa gyfredol yng Ngwledydd Prydain.

2. Adfyfrio tawel / Quiet reflection.

Rhannodd y Cadeirydd ddetholiad allan o'i hoff lyfr, 'The Wind in the Willows', a gofynnodd i'r aelodau ystyried eu hymatebion eu hunain i'r myfyrdod.

3. Ymddiheuriadau / Apologies:

Meinir Loader, Helen Gibbon, Leslie Francis, Brian Rogers, Dafydd Treharne, Rameez Delpak, Gavin Craigen, Rheinallt Thomas, Vicky Thomas, y Cyngorydd Christine Abbas, Sue Cave, Huw George a Michael Gray.

4. Cofnodion y cyfarfod a gynhaliwyd yng Nghasnewydd, 22 Mawrth 2013 / Minutes of meeting held in Newport, 22 March 2013. Derbyniwyd cofnodion y cyfarfod fel rhai cywir.

5. Cyflwyniad PYCAG: Phil Lord, 'Y Marc Safon AG' / NAPfRE presentation: Phil Lord, 'REQM'

Rhoddodd Phil Lord y newyddion diweddaraf i'r aelodau am ddatblygiad y Marc Safon AG ar gyfer cyd-destun penodol Gymreig. Gan ddefnyddio cyflwyniad PowerPoint, crynhodd themâu'r Marc Safon AG. Pwysleisiodd fod Cyngor AG Cymru a Lloegr, Ymddiriedolaeth Culham a Sant Gabriel, a'r Gymdeithas Genedlaethol, i gyd yn gefnogol i ddatblygiad y Marc Safon. Teimlai PL ei bod yn bwysig bod y Marc Safon AG ar gael hefyd i ysgolion yng

developed during their learning.

Chair Edward Evans thanked the pupils and linked their work with the current situation in Britain.

2. Adfyfrio tawel / Quiet reflection.

The Chair shared an excerpt from his favourite book 'Wind in the Willows' and asked members to consider their own responses to the reflection.

3. Ymddiheuriadau / Apologies:

Meinir Loader and Helen Gibbon. Leslie Francis, Brian Rogers and Dafydd Treharne and Rameez Delpack, Gavin Craigen, Rheinallt Thomas, Vicky Thomas, Cllr Arwel Roberts, Christine Abbas, Sue Cave, Huw Edwards, Huw George, Jenny Garrard, Michael Gray.

4. Cofnodion y cyfarfod a gynhaliwyd yng Nghasnewydd, 22 Mawrth 2013 / Minutes of meeting held in Newport, 22 March 2013 The minutes were accepted as a true record of the meeting.

5. Cyflwyniad NAPfRE: NAPfRE presentation: Phil Lord REQM

Phil Lord updated members on the development of the RE Quality Mark for a specifically Welsh context. Using a PowerPoint presentation, he summarised the themes of the RE Quality Mark. He emphasised that the RE Council for England and Wales, the Culham and St Gabriel's Trust, and the National Society are all supportive in the development of the Quality Mark. PL felt that it was important that the RE Quality Mark should also be available to

Nghymru, ac yr oedd wedi bod yn gweithio gyda Mary Myatt i'w osod mewn cyd-destun a diwyg Cymreig. Yr oedd cynllun peilot wedi ei gynnal, gyda phedair ysgol yn cymryd rhan. Yr oedd y Marc Safon AG wedi ei sefydlu er mwyn: 1. Codi proffil AG mewn ysgolion. 2. Dathlu ymrwymiad i ragoriaeth mewn AG. 3. Hwyluso lledaeniad ar gyfer mesur, cynllunio a datblygu ansawdd addysgu a dysgu ym maes AG. 4. Symbylu ysgolion i gynyddu amrywiaeth ac ansawdd addysgu a dysgu mewn AG er mwyn gwella safonau. 5. Darparu strwythur a fframwaith a fyddai'n galluogi esgobaethau a ChYSAG'au i fapio AG o ansawdd uchel.

Crynhodd PL y prif negeseuon mewn perthynas â'r Marc Safon AG:

- Yr oedd yn fan cychwyn da ar gyfer ysgolion ac adrannau AG, a allai ei ddefnyddio fel arf datblygiad proffesiynol ar eu cyfer hwy eu hunain neu ar gyfer adrannau eraill yn yr ysgol.
- Yr oedd yn gymorth i ganfod ysgolion da a rhannu arfer da ar draws ysgolion.

Yr oedd PL wedi gweithio gyda Tania ap Siôn a Phwyllgor Gwaith CCYSAGauC ar ddiwygio'r meini prawf Seisnig ar gyfer y Marc Safon AG mewn cyd-destun Cymreig. Yr oedd athrawon o'r ysgolion a oedd wedi peilotio'r Marc Safon AG wedi darparu adborth manwl a chadarnhaol hefyd i aelodau mewn perthynas â'u profiadau.

Gofynnodd PL i aelodau CCYSAGauC a fuasent yn ystyried darparu cymorth ariannol gan y Gymdeithas ar gyfer cyfieithu dogfennau (oddeutu £500.00) a rhoi cyhoeddusrwydd i'r Marc Safon drwy'r 22 CYSAG. Gwnaeth y Cadeirydd sylw ar bwysigrwydd cyfieithu'r dogfennau, a

schools in Wales and has been working with Mary Myatt to place it within a Welsh context and format. There has been a pilot in which four schools took part. REQM has been set up to: 1. Raise the profile of RE in schools. 2. Celebrate a commitment to excellence in RE. 3. Enable dissemination for measuring, planning and developing the quality of RE teaching and learning. 4. Encourage schools to increase the range and quality of teaching and learning in RE to improve standards. 5. Provide a structure and framework for dioceses and SACREs to map high quality RE.

PL summarised the main messages in relation to the REQM:

- It is a good starting point for schools and RE departments, which can use it a tool for professional development for themselves or other departments in school.
- It helps to identify good schools and the sharing of good practice across schools.

PL had worked with Tania ap Sion and the WASACRE Executive in amending the English criteria for the REQM for a Welsh context. Teachers from the schools that had piloted the REQM also provided members with detailed and positive feedback in relation to their experiences.

PL asked WASACRE members if they would consider the Association funding the translation of documents (approx. £500.00) and publicising the quality mark through the 22 SACREs. The Chair commented on the importance of the translation of the documents and Treasurer John Mitson

chadarnhaodd y Trysorydd, John Mitson, fod CCYSAGauC mewn sefyllfa i ariannu hyn. Cytunodd yr aelodau y dylid darparu cyllid ar gyfer cyfieithu. Dywedodd PL y byddai'n gwneud cyflwyniad i gynhadledd AREAIC ar 1 Gorffennaf 2013, ac y byddai Mary Myatt yn darparu hyfforddiant ar 7 Hydref 2013 ar gyfer Aseswyr yng Nghymru. Yr oedd yn bwysig cael aseswyr hyfforddedig yng Nghymru a oedd yn gyfarwydd â'r cyddestun Cymreig, a hefyd cael aseswyr cyfrwng Cymraeg.

Cafodd y Cadeirydd gadarnhad gan PL fod y Marc Safon wedi ei beilotio yng Ngogledd Cymru, ac mai cost gwneud cais am asesiad y Marc Safon AG fyddai £450.00 yr ysgol. Cadarnhaodd PL yn ogystal fod y dyfarniad yn parhau am 3 blynedd, ac y byddai ar ysgolion angen ailymgeisio wedi'r cyfnod hwnnw; y gobaith oedd y byddent yn ceisio am ddyfarniad uwch.

Diolchodd Carys Pritchard (Arweinydd Systemau Consortiwm Canol De Cymru) i PL a'r ysgolion am rannu eu profiadau. Yr oedd yn amlwg bod yr ysgolion wedi cael budd o hyn, ac nas gwelid yn faich ychwanegol. Dywedodd CP ei bod yn bwysig pwysleisio y byddai ysgolion yn gwerthfawrogi cymorth gyda hunanarfarnu, ac y croesewid dogfennau cyfrwng Cymraeg. Tynnodd CP sylw'n ogystal at yr angen i'r Marc Safon Cymreig gael ei labelu'n glir ar y wefan ar gyfer ysgolion Cymreig. Holodd Gill Vaisey ynghylch ysgolion na allai fforddio talu am y broses, ac mewn ymateb cadarnhaodd PL y byddai'r holl ddogfennau ar gael am ddim ar wefan y Marc Safon AG, er mwyn i ysgolion eu hasesu eu hunain heb orfod mynd drwy'r broses yn ffurfiol gydag asesydd. Fodd bynnag, os oeddynt yn dymuno i'r marc safon gael ei ddyfarnu

confirmed that WASACRE was in a position to fund this. Members agreed that funding for translation should be provided. PL said that he would be presenting to the AREAC conference on 1 July 2013 and Mary Myatt will be delivering training on 7 October 2013 for Assessors in Wales. It is important to have trained assessors in Wales who are familiar with the Welsh context and also to have Welsh-medium assessors.

The Chair confirmed with PL that it had been piloted in North Wales and the cost for applying for the REQM assessment would be £450.00 per school. PL also confirmed that the award lasts for 3 years and schools would need to re-apply after that period, hopefully for a higher award.

Carys Pritchard (Systems Leader for South Central Consortia) thanked PL and the schools for sharing their experiences. It was clear that the schools had benefited from this and that it was not perceived as an extra burden. She said that it was important to emphasise that schools would appreciate the benefit of help with Self Evaluation and Welsh-medium documents would be welcomed. CP also pointed out the need for the Welsh quality mark to be clearly labelled on the website for Welsh schools. Gill Vaisey asked about schools who could not afford to pay for the process, and in response PL confirmed that all the documents would be free on the REQM website for schools to assess themselves without having to pay to go through the process formally with an assessor. However, if they did want to be awarded the quality mark, payment would be

iddynt, byddai angen tâl.

Awgrymodd aelod o Geredigion y gallai CYSAG'au lleol dynnu sylw'r ysgolion at y Marc Safon AG a'i hyrwyddo. Y ddolen a oedd i'w rhannu ag ysgolion unigol oedd www.reqm.org. Awgrymodd Bethan James y gallai hwn fod yn fformat da i GYSAG'au ei ddefnyddio eu hunain wrth fonitro AG, ac efallai y dylai CYSAG'au drafod hyn yn eu cyfarfodydd lleol. Diolchodd y Cadeirydd i Phil Lord a'r athrawon a fu'n gysylltiedig â'r Peilot am eu cyflwyniad a'u gwaith caled.

6. Gohebiaeth /Correspondence.

Darllenodd Libby Jones ymateb Leighton Andrews ynglŷn â'r Adolygiad cyfredol o'r Cwricwlwm yng Nghymru. Byddai'r ymgynghoriad ynglŷn â'r Adolygiad yn cychwyn rywbryd ym Medi 2013, a chytunwyd y byddai Pwyllgor Gwaith CCYSAGauC yn ymateb i'r ymgynghoriad ar ran CCYSAGauC oherwydd y cyfyngiadau ar amser a oedd yn deillio o symud dyddiad y prif gyfarfod nesaf i'r un diwrnod â'r gynhadledd.

7. Diweddariadau/Updates:

Adolygiad Thematig Estyn / Estyn Thematic Review.

Darparodd Mary Parry'r wybodaeth ddiweddaraf. Cawsai'r adroddiad ei gyhoeddi'r diwrnod blaenorol (18.6.13), ac yr oedd ar gael ar wefan Estyn. Yr oedd tri Arolygydd wedi edrych ar Addysg Grefyddol statudol yng Nghyfnodau Allweddol 3 a 4 mewn 22 o ysgolion ar draws Cymru. Yr oedd hyn wedi cynnwys treulio un diwrnod ym mhob ysgol. Arsylwyd un wers yn CA3 (blwyddyn 9) ac un wers yn CA4 (blwyddyn 10). Edrychodd yr Arolygwyr ar ddogfennaeth, cynlluniau gwaith, a

needed.

A Ceredigion member suggested that local SACREs could draw the schools' attention to the REQM and promote it. The link to be shared with individual schools is www.reqm.org. Bethan James suggested that this could be a good format for SACREs to use themselves when monitoring RE and perhaps SACREs should be discussing this at their local meetings. The Chair thanked Phil Lord and the teachers involved in the Pilot for their presentation and hard work.

6. Gohebiaeth /Correspondence.

Libby Jones read out the response from Leighton Andrews regarding the current Curriculum Review in Wales. The consultation for the Review will be out some time in September 2013 and it was agreed that the WASACRE Executive Committee will respond to the consultation on behalf of WASACRE due to the time constraints of the next main meeting being moved to the same day as the conference.

7. Diweddariadau/Up-dates:

Adolygiad Thematig Estyn/ Estyn Thematic Review.

An update was provided by Mary Parry. The report was published on the previous day (18.6.13) and is available on the Estyn website. Three inspectors looked at statutory Religious Education in key stages 3 and 4 in 22 schools across Wales. This consisted of one day in each school. One lesson in KS3 (year 9) and one lesson in KS4 (year 10) were observed. Inspectors looked at documentation, schemes of work, planning, and talked to Heads of Department and 10 pupils from KS3 and 10 pupils from KS4

chynllunio, a siarad â Phenaethiaid Adran, 10 disgybl o CA3 a 10 disgybl o CA4, gyda holiadur. Un o'r prif benawdau yn yr adroddiad hwn oedd bod AG yn fwy poblogaidd nag unrhyw bwnc arall nad oedd yn bwnc craidd. Yr oedd hyn yn galonogol, and yn amlygu agwedd gadarnhaol y disgyblion at Addysg Grefyddol. Un o'r prif negeseuon oedd bod disgyblion yn gweld gwerth y pwnc yn eu bywydau, ac yn teimlo y byddai AG yn eu helpu. Byddai Mark Champion yn siarad yn fanylach am yr adroddiad yn y gynhadledd.

Yr oedd chwech o argymhellion ar gyfer ysgolion a dau ar gyfer Llywodraeth Cymru. Ar gyfer ysgolion, yr oeddynt yn ymwneud â:

- Chyflawniad bechgyn
- Cynnig cymhwyster drwy arholiad ar gyfer AG graidd er mwyn codi safonau
- Aseu athrawon yn CA3
- Tasgau mwy heriol ar gyfer disgyblion, er mwyn cyrraedd lefelau uwch
- Trefniadau cwricwlwm, staffio ac amserlennu i alluogi disgyblion i symud ymlaen o CA3 i CA4
- Cryfhau Hunanarfarnu

Ar gyfer Llywodraeth Cymru, yr oeddynt yn ymwneud â:

- Cyfleoedd ar gyfer DPP
- Cyhoeddi data ar gyfer AG

Rhai pwyntiau a godwyd gan aelodau oedd: A oedd gwella cyflawniad bechgyn yn broblem mewn AG yn unig? Yr oedd cysylltiadau cryf rhwng AG a llythrennedd, ac felly fe allai fod yn bwnc a oedd yn fwy poblogaidd gyda merched. Gellid gwneud mwy i wella safonau ymysg bechgyn. Efallai fod cynnwys y maes llafur yn allweddol i gynyddu diddordeb a chyflawniad bechgyn mewn AG.

with a questionnaire. One of the headlines of this report is that RE is a more popular subject than any subject that is not a core subject. This is encouraging and highlights the positive attitude of the pupils towards Religious Education. One of the main messages was that pupils saw the value of the subject in their lives and that they felt that RE would help them. Mark Champion will be speaking about the report in more detail at the conference.

There were six recommendations for schools and two for the Welsh Government. For schools, these related to:

- Boys' achievement
- Offering an examination qualification for core RE to raise standards
- Teacher assessment at KS3
- More challenging tasks for pupils to achieve higher levels
- Curriculum, staffing and timetabling arrangements to enable pupils to make progress from KS3 to KS4
- Strengthening Self Evaluation

For Welsh Government, these related to:

- Opportunities for CPD
- Publishing data for RE

Some points raised by members were: Is raising boys' achievement an RE only issue? There are strong links between RE and Literacy and therefore it may be a subject more popular with girls. More could be done to improve standards with boys. The syllabus content may be key to raising boys' interest and achievement in RE.

Bu'n galonogol gweld yr adroddiad yn y 'Western Mail' ynglŷn ag Adolygiad Thematig Estyn. Yr oedd statws AG wedi codi, ar y cyfan. O ran ymateb yn briodol i agweddau penodol ar Adolygiad Estyn, yr oedd angen ymchwil er mwyn deall rhai o'r canlyniadau'n iawn.

Cytunwyd y byddai CCYSAGauC yn cylchredeg yr adroddiad ar Adolygiad Thematig Estyn i GYSAG'au, fel bod copi ohono ganddynt, ac y gallai gylchredeg yr adroddiad i ysgolion hefyd. Byddai copi'n cael ei osod ar wefan CCYSAGauC yn ogystal.

Adolygiad gan Lywodraeth Cymru o adroddiadau blynyddol CYSAG / Welsh Government review of SACRE annual reports.

Darparwyd yr wybodaeth ddiweddaraf gan Tania ap Siôn. Yr oedd y broses ynglŷn ag Adolygiad Llywodraeth Cymru o adroddiadau CYSAG'au wedi ei thrafod mewn sawl cyfarfod o'r Pwyllgor Gwaith dros y blynyddoedd diweddar. Yr oedd y ddogfen adolygu gyfredol yn cwmpasu adroddiadau blynyddol 3 blynedd. Yr oedd yn ofynnol fod CYSAG'au yn cyflwyno'u hadroddiadau blynyddol i Lywodraeth Cymru; a'r dogfennau cyflwynedig hyn oedd yn sail i gynnwys yr adolygiad. Yr oedd y ddogfen adolygu wedi ei rhannu, ar ffurf ddrafft, gyda'r Pwyllgor Gwaith a'r ymgynghorwyr, a oedd wedi darparu adborth defnyddiol i Lywodraeth Cymru. Nid oeddem yn gwybod eto pa bryd y byddai'n cael ei chyhoeddi'n swyddogol.

Yr oedd y ddogfen adolygu ddrafft yn adlewyrchu golwg gadarnhaol a defnyddiol iawn ar GYSAG'au yng Nghymru, a'u meysydd gwaith. Yr oedd yn amlygu

It was encouraging to see the report in the Western Mail relating to the Estyn Thematic Review. The status of RE has increased on the whole. In terms of responding appropriately to particular aspects of the Estyn Review, research is needed to understand properly some of the results.

It was agreed that WASACRE would circulate the Estyn Thematic Review report to SACREs so that they have a copy and can also circulate the report to schools. A copy would also be placed on the WASACRE website.

Adolygiad gan Lywodraeth Cymru o adroddiadau blynyddol CYSAG/Welsh Government review of SACRE annual report.

An update was provided by Tania ap Sion. The process relating to the Welsh Government Review of SACRE reports has been discussed in many Executive meetings over the past few years. The current review document covers 3 three years of annual reports. It is a requirement that SACREs submit their annual reports to Welsh Government and it is these submitted documents that inform the content of the review. The review document has been shared in draft format with the Executive and advisors, who have provided useful feedback to Welsh Government. We do not know as yet when it will be published officially.

The draft review document reflects a very positive and helpful view of SACREs in Wales and their areas of work. It highlights an awareness of the significant contribution

ymwybyddiaeth o gyfraniad sylweddol CYSAG'au at Addysg Grefyddol ac Addoli ar y Cyd. Cafwyd cydnabyddiaeth o'r sefyllfa newidiol yng Nghymru a sut y byddai'n effeithio ar GYSAG'au. Y prif argymhellion i GYSAG'au oedd y dylent barhau i wneud yr hyn yr oeddent yn ei wneud er mwyn codi safonau a chynorthwyo ysgolion, monitro ysgolion, a darparu cyngor ynglŷn â dulliau dysgu a.y.b. ar gyfer eu Hawdurdodau Lleol, a sicrhau bod proses werthuso wedi ei sefydlu. Yr oedd yr adroddiad hefyd yn trafod pwysigrwydd sicrhau bod Addoli ar y Cyd yn digwydd yn unol â gofynion y gyfraith. Yr oedd pwyslais ar gymorth gan GYSAG'au i Awdurdodau Lleol gyda'r broses Hunanwerthuso. Yr oedd nifer o gysylltiadau rhwng yr adolygiad hwn ac Adolygiad Thematig Estyn — er enghraifft, strategaethau mewn perthynas â chyflawniad bechgyn, y defnydd o ganlyniadau arholiadau, a'r defnydd pwrpasol o ddata. Yn olaf, dylai CYSAG'au adrodd ynghylch effeithiolrwydd y cynghorion a'r cymorth a roddwyd mewn perthynas ag Addoli ar y Cyd. Cytunwyd bod hon yn ddogfen bwysig, er gwaethaf oed yr wybodaeth a oedd ynddi. Yr oedd llawer iawn yn yr adroddiad y buasai'n ddefnyddiol i GYSAG'au ei drafod. Cyn gynted ag y byddai'r ddogfen yn cael ei chyhoeddi, byddai CCYSAGauC yn trefnu ei bod ar gael i GYSAG'au er mwyn iddynt allu ymateb iddi.

Cynhadledd CCYSAGauC / WASACRE Conference

Nodwyd y byddai Cynhadledd nesaf CCYSAGauC yn cael ei chynnal ar 10 Hydref 2013.

8. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 16 Mai 2013 / Report from the Executive Committee

of SACREs to Religious Education and Collective Worship. There has been recognition of the changing situation in Wales and how this will affect SACREs. The main recommendations to SACREs are to continue to do what they are doing in order to raise standards and to support schools, monitor schools and provide advice about teaching methods, etc to their Local Authorities, and to have in place an evaluation process. The report also talks about the importance of ensuring that Collective Worship takes place according to legal requirements. There is emphasis on SACREs supporting Local Authorities with the Self Evaluation process. There are a number of connections between this review and the Estyn Thematic Review, for example, boys' achievement strategies and the use of examination results and the purposeful use of data. Finally, SACREs should report on the effectiveness of the advice and support given in relation to Collective Worship. It was agreed that this is an important document despite the age of the information within it. There is a great deal in the report that SACREs can usefully discuss. As soon as the document is published, WASACRE will make it available to SACREs so that they can respond to it.

CYSAGau Gynhadledd/WASACRE Conference

The forthcoming WASACRE Conference was noted, taking place on 10 October 2013.

8. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 16 Mai 2013 / Report from the Executive Committee

held on 16 May 2013

Yr oedd yr aelodau wedi derbyn y crynodeb o gyfarfod y Pwyllgor Gwaith gyda'u papurau.

9. U.F.A. / A.O.B.

Nid oedd unrhyw faterion eraill.

10. Dyddiad y cyfarfod nesaf / Date of next meeting. Bellach bydd cyfarfod nesaf CCYSAGauC yn cael ei gynnal ar ddiwrnod Cynhadledd CCYSAGauC, sef dydd Iau, 10 Hydref 2013 (bydd y Gynhadledd yn dod i ben am 3.30pm a bydd cyfarfod byr o GCYSAGauC yn cael ei gynnal rhwng 3.45 a 4.45pm). Bydd y papurau ar gyfer y cyfarfod yn cael eu cylchredeg i aelodau gan eu CYSAG lleol.

held on 16 May 2013

Members received the summary of the Executive meeting with their papers.

9. U.F.A. / A.O.B.

There was no other business.

10. Dyddiad y cyfarfod nesaf / Date for next meeting. The next WASACRE meeting will now take place on the day of the WASACRE Conference on Thursday, 10 October 2013 (The Conference will finish at 3.30pm and a short WASACRE meeting will take place from 3.45-4.45pm). Papers for the meeting will be circulated to members by their local SACRE.

draft

**Cofnodion Cyfarfod Blynyddol
CCYSAGauC, 19 Mehefin 2013**

1. Cofnodion y Cyfarfod Blynyddol a gynhaliwyd yng Nghyffordd Llandudno ar 26 Mehefin 2012

Minutes of the Annual General Meeting held in Llandudno Junction, 26 June 2012.
Derbyniwyd cofnodion y cyfarfod fel rhai cywir.

2. Materion yn Codi / Matters Arising.

Nid oedd unrhyw faterion yn codi.

3. Adroddiad CCYSAGauC am 2012–2013 / WASACRE Report for 2012–2013.

Cyflwynodd y Cadeirydd yr adroddiad blynyddol i'r aelodau. Cadarnhawyd mai'r cyfnod yr oedd yn ymdrin ag ef oedd Haf 2012, Hydref 2012 a Gwanwyn 2013. Derbyniwyd yr adroddiad gan yr aelodau. Byddai'r adroddiad yn cael ei gylchredeg i GYSAG'au.

4. Adroddiad y Trysorydd /Treasurer's Report.

Cyflwynwyd yr adroddiad gan y Trysorydd, John Mitson, a dynnodd sylw at y ffaith mai prif ffynhonnell incwm y Gymdeithas oedd tanysgrifiadau. Hyd y diwrnod hwnnw, yr oedd yr holl danysgrifiadau ac eithrio un wedi eu derbyn oddi wrth y CYSAG'au. Bu'r gwariant yn uwch y flwyddyn honno oherwydd yr hyfforddiant CA3 yr oedd CCYSAGauC wedi ei gynnig ar y cyd â'r consortia. Hefyd, bu'r treuliau'n uwch oherwydd i gostau gwasanaethau cyfieithu a threuliau o'r flwyddyn flaenorol gael eu cynnwys yng nghyfrifon y flwyddyn. Yn ystod y flwyddyn, bu'r gwariant £1469.31 yn fwy na'r incwm. Fodd bynnag, ar ddiwedd y flwyddyn ariannol, yr oedd tri thanysgrifiad

WASACRE Annual General Meeting minutes, 19 June 2013

1. Cofnodion Cyfarfod Blynyddol a gynhaliwyd yn Llandudno Junction ar 26 Mehefin 2013

Minutes of the Annual General Meeting held in Wrexham, 26 June 2012.
The minutes were accepted as a true record of the meeting.

2. Materion yn Codi / Matters Arising.

There were no matters arising.

3. Adroddiad CCYSAGauC am 2012–2013 WASACRE Report for 2012–2013.

The Chair presented the annual report to members. It was confirmed that the period it covers is Summer 2012, Autumn 2012 and Spring 2013. The report was accepted by members. The report will be circulated to SACREs.

4. Adroddiad y Trysorydd /Treasurer's Report.

Treasurer John Mitson presented the report and pointed out that the main source of income for the Association is from subscriptions. To date all subscriptions, apart from one, had been received from the SACREs. Spending is higher this year due to the KS3 training offered by WASACRE in association with the consortia. Also, expenses are higher this year due to translation services and expenses from last year being included in this year's accounts. During the year, expenditure exceeded income by £1469.31. However, at the end of the financial year, three subscriptions had not been received and, if they had been paid at that point, this would have reduced the overspend in year by £1224.00, leaving an

yn dal heb eu derbyn; pe baent wedi eu talu erbyn yr adeg honno, buasai'r gorwariant £1224.00 yn llai, gan adael gorwariant o £245.31 am y flwyddyn. Yr oedd hyn yn cymharu â thanwariant, yn ystod y flwyddyn 2011/2012, o £3384.66. Yr oedd y flwyddyn ariannol wedi dechrau gyda gweddill o £18812.88, ac wedi diwedd gyda gweddill o £17343.57. Yr oedd cyllid CCYSAGauC, felly, yn aros mewn cyflwr iach iawn, er bod lleihad o £1469.31 o gymharu â'r sefyllfa a fodolai ar ddiwedd 2011/2012. Yr oedd CCYSAGauC, felly, mewn sefyllfa gref i ariannu ei gweithgareddau arfaethedig a oedd yn cynorthwyo CYSAG'au ac ysgolion.

Argymhellwyd y dylai tanysgrifiadau am y flwyddyn ariannol gyfredol godi 2.08%, a fyddai'n codi'r tanysgrifiad i £418.00 fesul CYSAG. Derbyniwyd hyn gan yr aelodau, a chytunodd yr holl aelodau a oedd yn bresennol y dylid cynnal y symiau treulïau. Nododd Phil Lord fod CCYSAGauC yn talu am 'Reflections' yn 'Newyddion AG', ond yr oedd rhai awdurdodau lle nad oedd modd derbyn 'Newyddion AG' gan nad oeddynt yn talu amdano. Cadarnhaodd John Mitson, y Trysorydd, fod CYSAG'au yn dal i feddu ar gopiâu o 'Reflections' y gallent eu rhannu gyda'r awdurdodau hynny. Tynnodd Tania ap Siôn sylw at gofnodion y Pwyllgor Gwaith mewn perthynas â 'Newyddion AG' a'r cyfarfod a gynhaliwyd rhwng CCYSAGauC, 'Newyddion AG' a MAGC. Yr oedd trafodaeth ddechreuol gadarnhaol wedi ei chynnal, a byddai'r aelodau'n cael y newyddion diweddaraf am unrhyw ddatblygiadau.

Gofynnodd John Mitson am i'r cyfrifon gael eu derbyn. Derbyniodd yr aelodau'r cyfrifon, a diolchodd y Cadeirydd i John Mitson am adroddiad clir a chryno ac am ei waith drwy gydol y flwyddyn.

overspend in year of £245.31. This compares with an under spend in year in 2011/2012 of £3384.66. The financial year commenced with a balance of £18812.88 and ended with a balance of £17343.57. The finances of WASACRE, therefore, remain in a very healthy condition, although they represent a reduction on the position at the end of 2011/2012 by £1469.31. WASACRE is, therefore, in a strong position to fund its planned activities that support SACREs and schools.

It was recommended that subscriptions for the current financial year should rise by 2.08%, which raises subs to £418.00 per SACRE. This was accepted by members and all members present agreed to maintain the expenses amounts. Phil Lord noted that WASACRE pays for Reflections in RE News but some authorities did not have access as they do not pay for RE News. John Mitson, Treasurer confirmed that SACREs still have copies of Reflections that they can share with those authorities. Tania ap Sion pointed to the Executive minutes with regard to RE News and the meeting that took place between WASACRE, RE News and REMW. A positive initial discussion had taken place and members would be kept abreast of any developments.

John Mitson asked for the accounts to be accepted. Members accepted the accounts and the Chair thanked John Mitson for a clear and succinct report and his work throughout the year.

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| <p>5. Sylwadau'r Cadeirydd Ymadawol / Outgoing Chair's comments Diolchodd y Cadeirydd, Edward Evans, i'r aelodau am y cyfle a'r fraint o fod yn Gadeirydd. Yr oedd yn credu mai'r unig beth oedd yn rhoi sefydlogrwydd i bobl oedd crefydd, a gorau po fwyaf y gallem hyrwyddo dealltwriaeth o amrywiaeth grefyddol. Dywedodd Edward ei fod yn hapus ei fod yn gallu bod yn rhan o hynny. Cynigiodd y Cadeirydd y dylai'r Is-gadeirydd, Tania ap Siôn, symud i swydd y Cadeirydd.</p> <p>6. Ethol Cadeirydd / Election of Chair Derbyniodd yr Is-gadeirydd, Tania ap Siôn, swydd y Cadeirydd. Diolchodd i Edward Evans am ei ymroddiad a'i waith ar ran CCYSAGauC dros y ddwy flynedd diwethaf. Pwysleisiodd y fraint o allu gwasanaethu fel Cadeirydd y Gymdeithas, a chydabu'r cyfnod heriol a oedd o'n blaenau, pan fyddai gan GCYSAGauC rôl bwysig a chreadigol i'w chwarae.</p> <p>7. Ethol Is-gadeirydd / Election of Vice-Chair Cafodd Gavin Craigen ei ethol i swydd Is-gadeirydd y Gymdeithas.</p> <p>8. Ethol aelodau i'r Pwyllgor Gwaith / Election of members to the Executive Pwysleisiodd y Cadeirydd mai calonogol iawn oedd gweld bod cymaint o aelodau CYSAG'au yn fodlon cyflwyno'u henwau ar gyfer eistedd ar y Pwyllgor Gwaith. Yr oedd hyn yn adlewyrchu'n gadarnhaol ar ganfyddiadau ynglŷn â ChCYSAGauC a'i gwaith. Yr oedd y penodiadau canlynol wedi eu gwneud: Mark Brown (aelod o'r Pwyllgor Gwaith, CYSAG Conwy) Mary Parry (aelod o'r Pwyllgor Gwaith,</p> | <p>5. Sylwadau'r Cadeirydd Ymadawol / Outgoing Chair's comments Chair, Edward Evans thanked members for the opportunity and privilege of being Chair. He believes that the one thing that gives stability to people is religion and the more we can promote understanding of religious diversity the better. Edward said that he is happy that he can be a part of that. The Chair proposed that the Vice Chair, Tania ap Sion move to position of Chair.</p> <p>6. Ethol Cadeirydd / Election of Chair Vice Chair, Tania ap Sion, took the position of Chair. She thanked Edward Evans for his commitment and work on behalf of WASACRE over the past two years. She emphasized the privilege of being able to serve as Chair to the Association and recognized the challenging times ahead where WASACRE would have an important and creative role to play.</p> <p>7. Ethol Is-Gadeirydd / Election of Vice-Chair Gavin Craigen was elected to the position of Vice Chair to the association.</p> <p>8. Ethol aelodau i'r Pwyllgor Gwaith / Election of members to the Executive The Chair emphasised that it had been very heartening to see so many SACRE members willing to put their names forward to sit on the Executive Committee. It reflects positively on perceptions of WASACRE and its work. The following appointments have been made: Mark Brown (Executive member, Conwy SACRE) Mary Parry (Executive member, Carmarthenshire SACRE)</p> |
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CYSAG Sir Gaerfyrddin)

Ar gyfer y drydedd swydd ar y Pwyllgor Gwaith, cafwyd pleidlais gyfartal rhwng y Cyngorydd Michael Gray (CYSAG Caerffili) a'r Parch Roy Watson (CYSAG Blaenau Gwent). Gyda chaniatâd yr aelodau, byddai CCYSAGauC yn gofyn i GYSAG'au bleidleisio eilwaith ynglŷn â'r ddau ymgeisydd hynny'n unig, drwy e-bost. Byddai Libby Jones yn trefnu hyn gyda'r CYSAG'au. Cytunodd yr aelodau i hyn, a chynigiodd Edward Evans y dylem edrych ar y Cyfansoddiad mewn perthynas â'r mater hwn, er mwyn gallu cyfeirio ato yn y dyfodol.

9. **U.F.A. / A.O.B.**

Nid oedd unrhyw faterion eraill.

10. **Dyddiad y cyfarfod nesaf / Date of next meeting.**

Byddai manylion ynglŷn â'r Cyfarfod Blynyddol nesaf ym Mehefin 2014 yn cael eu cylchredeg wedi i benderfyniad gael ei wneud. Diolchodd y Cadeirydd i Gyngor a ChYSAG Gwynedd am groesawu'r cyfarfod, a diolchodd yn neilltuol i'r bobl a ganlyn:

Ken Robinson, Selwyn Griffiths, Dewi R. Jones (Cyfarwyddwr Addysg Gwynedd), Bethan James, y Cyfieithwyr a'r holl Aelodau.

For the third position on the Executive Committee, there was a tie between Cllr Michael Gray (Caerphilly SACRE) and Revd Roy Watson (Blaenau Gwent SACRE). With members' permission WASACRE will ask SACREs to vote again on just those two candidates by email. Libby Jones will arrange this with SACREs. Members agreed to this and Edward Evans proposed that we look at the constitution on this matter for future reference.

9. **U.F.A. / A.O.B.**

There was no other business.

10. **Dyddiad y cyfarfod nesaf/Date of next meeting.**

Details of the next AGM in June 2014 will be circulated when a decision is made. The Chair thanked Gwynedd County Council and SACRE for hosting the meeting and thanked in particular the following people:

Ken Robinson, Selwyn Griffiths, Director of Education for Gwynedd, Bethan James, Translators and all Members.



**Cyfarfod Pwyllgor Gwaith Cymdeithas CYSAGau Cymru/
Wales Association of SACREs Executive Committee meeting**

**Dydd Gwener 4 Hydref 2013 10.30 yb yn Ty Dysgu, Nantgarw,
Caerdydd / Friday 4 October 2013, 10.30 am at Ty Dysgu,
Nantgarw, Cardiff**

Minutes

Present: Tania ap Sion (Chair), Libby Jones (Secretary), Edward Evans, Michael Gray, Phil Lord, Bethan James, Mary Parry, Carys Pritchard, Vicky Thomas.

1. Croeso / Welcome

The Chair welcomed all members to the meeting.

2. Ymddiheuriadau / Apologies

Gavin Craigen, Brian Rogers, Rheinallt Thomas.

3. Cofnodion cyfarfod y Pwyllgor Gwaith diwethaf (16/05/2013) / Minutes of the last executive meeting (16/05/2013)

Minutes were accepted as a true record of the meeting. Proposed by Phil Lord and seconded by Vicky Thomas.

4. Materion yn codi / Matters arising

Item 4. Matters arising. 6. It has been confirmed that The Minister for Education and Skills, Huw Lewis, will be attending the REC AGM in Cardiff in May 2014. 4. The Welsh Government review of SACRE reports will be available shortly (October/November) and as soon as we receive it, we will circulate it to SACREs. 5. REQM Wales. Eleven assessors will be trained on Monday 7 Oct 2013, including 4 Welsh-medium teachers. REQM are paying for 1 Welsh-medium school to be assessed as part of the Welsh pilot, in which Gareth Wyn Jones has agreed to take part. The documentation will be available soon. PL has a pdf promotional flyer which will soon be available bilingually. VT suggested that this should be raised at the WASACRE main meeting on the 10 October and the flyer promoted. Members felt that it was also important to promote the REQM resource as a method of Self Evaluation regardless of whether or not a school registers for an award. LJ will send the flyer to SACREs for inclusion on their agenda with a view to circulating the flyer to their schools. Item 5. WASACRE Minutes 22 March 2013. VT raises the importance of WASACRE being used as a vehicle for training RE teachers and offering RE CPD. It was agreed that this would be an Agenda item for the next Executive meeting. Item 6. Curriculum review. It was agreed to have this as an agenda item at the next Executive meeting. Item 7. Estyn Thematic Review. This document has been sent to SACREs. VT proposed that the Executive committee discuss the messages from this at the next Executive meeting and it will be placed as an agenda item. Item 10. RE News. TaS summarised the outcome of the meeting held in Llanidloes between representatives from WASACRE, RE News and REMW. We are now waiting for feedback from RE News and REMW. A fuller, more detailed discussion is needed in the Executive Committee once the other two bodies respond. It was agreed that an email would be sent to the other two bodies to move discussions forward as appropriate. Item 11- The Association's Annual Report. This document, along with the financial report will be circulated to SACREs on Monday.

5. Cofnodion cyrfarfod CCYSAGauC, 19 Mehefin 2013 / Minutes of the WASACRE meeting, 19 June 2013

It was agreed that the draft minutes of the Association's main meetings will not be circulated to SACREs until they have been ratified by the Executive committee. LJ will write to SACREs to inform them of the

dates for the executive meetings a year in advance and indicating when they will receive the ratified, bilingual minutes from the last main meeting.

6. Executive Committee Members

Places on the Executive Committee were discussed following the resignation of Brian Rogers from the Executive and consent from Rhondda Cynon Taf SACRE. It was agreed that the Constitution needs to be looked at again and this will be an agenda item for next Executive meeting.

7. Conference

Conferences arrangements were discussed in a meeting held after the Executive meeting.

8. Welsh Government

TaS shared the outcomes of a meeting on 19 September 2013 with Nia Jones from Welsh Government, who has been given responsibility for RE. Nia will be WASACRE's link and contact person for Welsh Government in a reciprocal relationship and will meet representatives from the Executive Committee a couple of times a year and the wider group of the Executive once a year. Members also asked that she is invited to attend WASACRE meetings as an observer and NAPfRE meetings in the same capacity as Denize Morris, her predecessor. This was seen as a very positive step forward towards developing and strengthening a close relationship with Welsh Government.

9. Gohebiaeth / Correspondence

Brian Rogers sent correspondence regarding his position on the Executive committee and correspondence has also been received from Rhondda Cynon Taf SACRE to confirm their support for his decision.

10. Agenda ar gyfer cyfarfod y Gymdeithas y Caerdydd yn 10 Hydref 2013 / Agenda for the Association meeting in Cardiff on 10 October 2013

Minutes from this Executive meeting will be available at the WASACRE main meeting on Thursday, 10 Oct 2013. The agenda will cover only the usual main agenda items, although issues of importance will be highlighted in the minutes from the last main meeting and the Executive meeting.

11. U.F.A. / A.O.B.

Proposal of a Primary Thematic Review by VT. It was agreed that this would be discussed with Nia Jones from Welsh Government.

VT: Concern was expressed about the lack of comments in Estyn Inspection reports regarding Collective Worship. Discussion ensued resulting in the question, is there anything WASACRE can do to support SACREs in monitoring Collective Worship? This will become part of the discussion about WASACRE's work in training and supporting teachers and schools, as well as being a separate agenda item.

12. Dyddiadau cyfarfodydd nesaf y Pwyllgor Gwaith / Dates of the next Executive meetings

Tuesday 4 February 2014. Venue to be decided.

Wednesday, 14 May, 2014. Venue to be decided.

LJ will circulate these dates to all Executive members.

WALES ASSOCIATION OF SACREs

ANNUAL GENERAL MEETING – 19th June, 2013

REPORT BY: Treasurer

SUBJECT: Report for 2012/2013 Financial Year

REPORT FOR: Information and Decision

STATEMENT OF ACCOUNTS 2012/2013

Attached as an appendix to this report is the audited Statement of Accounts for the 2012/2013 financial year. Members will note that, during the year, expenditure exceeded income by £1469.31. However, at the end of the financial year, three subscriptions had not been received and, if they had been paid at that point, this would have reduced the overspend in year by £1224.00, leaving an overspend in year of £245.31. This compares with an under spend in year in 2011/2012 of £3384.66. The financial year commenced with a balance of £18812.88 and ended with a balance of £17343.57. The finances of WASACRE, therefore, remain in a very healthy condition, although they represent a reduction on the position at the end of 2011/2012 by £1469.31. WASACRE is, therefore, in a strong position to fund its planned activities.

a) **Receipts**

As in previous years, the main source of income for WASACRE during 2012/2013 has been the annual subscriptions paid by member SACREs. Members will recall that, at the 2001 Annual General Meeting of WASACRE, it was decided to raise the level of subscriptions by the level of inflation on an annual basis. The annual subscription, therefore, for 2012/2013 was £408 which has resulted in an income of £7752. This figure represents the subscriptions of 19 SACREs as 3 SACREs had not paid their subscriptions by 31st March, 2013. It is pleasing to report that a further two subscriptions have now been paid and the late subscriptions will be recorded in the 2013/2014 accounts. Unfortunately, although a number of reminders have been issued, one SACRE has still not paid its subscription for 2012/2013.

The other source of income for WASACRE has been bank interest and this amounted to £3.80 in 2012/2013, the same amount as in 2010/2011 and 2011/2012. It is hoped that the interest paid on the WASACRE accounts will improve again in the future but it will be some time before significant income is received through bank interest.

b) **Expenditure**

During 2012/2013, the main areas of expenditure were as follows:-

An important activity for WASACRE during 2012/2013 was the funding of training in the delivery of Religious Education in Key Stage 3, costing a total of £4096.38. This was delivered on a consortia basis across Wales by Mr. Gavin Craigen and Ms. Llinos Rees, and excellent feedback has been received. This is an important example of the role that WASACRE can play in the support of Religious Education and it meant that the only costs that schools had to find were the supply costs to release their teachers and the travel expenses to reach the training venues.

During the year, the sum of £642.51 was paid for support of the WASACRE website. Members will agree that the WASACRE website is an excellent resource and has been valuable in raising the profile of the organisation.

Payment of an honorarium to the Secretary amounted to £1500. Members will recall that the secretary is entitled to receive an honorarium of £1500 per year and this payment was again made in 2011/2012. No requests for reimbursement of secretarial costs and costs for copying and distributing papers were received during the year and it is anticipated that there will be a significant payment made in the next financial year. However, costs have been reduced through the electronic circulation of papers for meetings and placement of papers and documents on the website. It will be noted that a payment of £375.00 was made, during the year, in relation to the secretarial honorarium for 2009/2010. This was referred to in the Treasurer's Report to the 2011/2012 WASACRE Annual General Meeting when it was noted that the cheque, issued during the 2009/2010 financial year, had not been presented for payment. It is pleasing to report that the address of the recipient was clarified and the payment has now been made.

A further expense, during the year, related to the costs of convening meetings of WASACRE. This amounted to £1585.73, compared with £517.53 in 2011/2012 and £871.73 in 2010/2011, and reflects the termly meetings of WASACRE and its Executive Committee. Although costs of holding meetings are rising, the costs are particularly high this year because some of the invoices for meeting costs incurred in 2011/2012 were received in the current financial year, causing the final cost to be over £1000 up on the previous year. The cost of room hire amounted to £168.37, compared with £90.20 in 2011/2012, while the cost of translation of documents amounted to £1417.36, compared with £427.33, in 2011/2012.

The amount spent on Officers' travel/accommodation in 2012/2013 amounted to £675.35, compared with £380.25 in 2011/2012. This represents a significant increase but these costs vary from year to year according to the number of meetings attended.

During 2012/2013, WASACRE has continued to make a contribution towards the costs of the publication of REflections within RE News and circulation of individual copies of REflections for inclusion in the WASACRE binders supplied to all SACREs. The invoice received for 2012/2013 was £510.14 and it represented a 2% uplift on the invoice received for £500.14, in 2011/2012. This figure was predictable as the current practice is for the

amount contributed to RE News to increase, year on year, by the same percentage as is applied to the annual subscription.

In addition to the above, WASACRE has paid a total of £240.00 in subscriptions. This represents payment of the subscription to the European Forum for Teachers of RE and the 2012 and 2013 subscriptions to the Interfaith Network. There are two payments in this year as both invoices were received in the same financial year. No payment for 2012/2013 was made to the RE Council of England and Wales as the invoice was not received until after the end of the financial year. This payment will be included in the 2013/2014 financial year accounts.

Members are invited to receive and adopt the attached statement of accounts.

ANNUAL SUBSCRIPTIONS 2013/2014

In considering an appropriate annual subscription per SACRE for membership of WASACRE during the 2013/2014 financial year, members will recall that the decision was taken at the 2001 Annual General Meeting of WASACRE that, in future, the subscription to WASACRE would be increased in line with inflation.

It is important for WASACRE to follow this practice in order to ensure that sufficient resources are available to meet the ongoing costs of WASACRE activities, including meeting expenses, secretarial costs, officers' expenses, officers' honoraria and the contribution to the cost of publishing REflections in RE News. In addition, WASACRE needs to have sufficient resources available to meet the costs of further All Wales events, including the Conference planned for October, 2013, and to enable it to become involved in other initiatives for the support of Religious Education and Collective Worship across Wales such as the recent training on Religious Education in Key Stage 3. Although the WASACRE finances are currently in a healthy state, it is important that a substantial balance is maintained if WASACRE is to be able to, with confidence, arrange further national events.

In the light of the above and the decision at the 2001 Annual General Meeting, that, in future, the subscription to WASACRE be increased in line with inflation, it is

RECOMMENDED that the annual subscription per SACRE for membership of WASACRE during the 2013/2014 financial year, be set at £417, which represents an uplift of 2.08% on the 2012/2013 subscription.

PAYMENT OF EXPENSES

Members will recall that the following arrangements for the payment of expenses were agreed at the 2012 Annual General Meeting of WASACRE for 2012/2013:-

- I. Payment of 45 pence per mile to officers undertaking business on behalf of WASACRE where they are unable to claim from their local SACREs and reimbursement at the same level for speakers contributing to WASACRE meetings;

- II. reimbursement to officers of actual parking costs, where incurred, in relation to the conduct of WASACRE business;
- III. where public transport is used rather than private car, reimbursement of actual rail/coach fares up to the level of standard fare on the understanding that advantage of saver arrangements would be taken wherever possible;
- IV. reimbursement of subsistence costs in respect of officers of WASACRE and speakers at WASACRE meetings at the following levels:-
 - breakfast - £4.50 (to qualify for a breakfast allowance, an officer must have left home before 7.00 am);
 - lunch - £6.00 (to qualify for a lunch allowance, an officer must be away from home before noon and after 2.00 pm);
 - tea - £2.50 (to qualify for a tea allowance, an officer must be away from home until after 6.30 pm);
 - evening meal - £7.50 (to qualify for an evening meal allowance, an officer must be away from home until after 8.30 pm);
- V. reimbursement of actual costs of overnight accommodation on the understanding that reasonable costs are incurred; and
- VI in relation to teachers being released from school to make presentations at meetings of WASACRE, WASACRE will fund up to one full day's supply cover. In the event of this proving inadequate, early contact must be made with the Treasurer, who will be given discretion to agree a higher level of supply cover in consultation with either the Chairman or Vice Chairman.

It is

RECOMMENDED that the above arrangements, agreed for 2012/2013, be maintained for 2013/2014.

**WALES ASSOCIATION OF SACRES
STATEMENT OF ACCOUNTS 2012/2013**

RECEIPTS

| | | |
|--------------------------------|-------------|----------------|
| Annual Subscription 2011/2012 | 400.00 | |
| Annual Subscriptions 2012/2013 | 7752.00 | |
| Bank Interest | <u>3.80</u> | |
| Total Receipts | | 8155.80 |

EXPENDITURE

| | | |
|--|----------------|----------------|
| Meeting Expenses: | | |
| Room Hire | 168.37 | |
| Translation of Documents | <u>1417.36</u> | |
| | 1585.73 | |
| Support for website | 642.51 | |
| Secretary's Honorarium (2009/2010) | 375.00 | |
| Secretary's Honorarium | 1500.00 | |
| Key Stage 3 Religious Education Training | 4096.38 | |
| Officers Travel | 675.35 | |
| Contribution to RE News | 510.14 | |
| Subscriptions: | | |
| EFTRE | 90.00 | |
| Interfaith Network (2012) | 75.00 | |
| Interfaith Network (2013) | <u>75.00</u> | |
| | 240.00 | |
| Total Expenditure | 9625.11 | |
| LESS Excess of Expenditure over Receipts | <u>1469.31</u> | 8155.80 |

BALANCE SHEET AT 31/3/13

| | | |
|-------------------------------------|----------------|------------------------|
| Balance at 31/3/12 | 18812.88 | |
| LESS | | |
| Excess of Expenditure over Receipts | <u>1469.31</u> | |
| Balance at 31/3/13 | | <u>17343.57</u> |

Represented by:

Bank balances at 31/3/13:

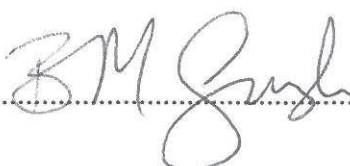
| | |
|--------------------------------|-----------------|
| Business Money Manager Account | 5451.51 |
| Community Account | <u>15988.44</u> |
| | 21439.95 |

LESS

2 cheques drawn and not presented on 31/3/13 4096.38

17343.57

Audited and found correct:

Signed:.....

Date:16/6/13.....

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Report of the activities of the Association 2012 – 2013

1. The Association met on three occasions: 26 June 2012 at Llandudno Junction, 23 November 2012 in Merthyr Tydfil, and 22 March 2013 in Newport. We are grateful to the hosting SACREs and local authorities for their generous support and hospitality.

2. The Executive Committee met on three occasions in Cardiff: 16 October 2012, 6 February 2013, and 16 May 2013.

The Executive Committee had a full agenda throughout the year that included:

(a) working with Welsh Government in an advisory role during the production of the document, *Review of SACRE Reports*;

(b) being consulted by Estyn in relation to Estyn's Thematic Review of Religious Education at key stages 3 and 4 (recognising that the decision to conduct a thematic review of the subject came from a request made to the Minister of Education and Skills by the Association);

(c) planning the next conference of the Association for October 2013, which includes as speakers Leighton Andrews, Minister of Education and Skills and Mark Campion, Estyn;

(d) providing national training for secondary RE teachers in the use of levels in RE at key stage 3, which was a response to needs identified by the Association as a result of the Welsh Government's key stage 3 moderation process;

(e) discussing and monitoring developments in Wales which are significant for the role of SACREs and their statutory duty to monitor and support Religious Education, such as the new regional arrangements with regard to consortia and the curriculum review;

(f) participating in bodies relevant to Religious Education outside Wales, such as the RE Council for England and Wales and the European Forum for Teachers of Religious Education;

(g) working with the RE Council for England and Wales to develop and trial an adapted version of the RE Quality Mark in Wales.

Throughout the year the close supportive relationship that exists between the Association and NAPfRE has been greatly valued.

6. Accounts. During the year income exceeded expenditure by £3384.66, which was an improvement on the position in 2010/11 when the income exceeded expenditure by £2184.37. The financial year commenced with a balance of £14939.22 and ended with a balance of

£18812.88. The finances of WASACRE, therefore, remained in a healthy condition, which has assisted WASACRE in funding its planned activities for the year.

The main source of income for WASACRE during 2011/12 was through annual subscriptions, paid by member SACREs. The bank interest remained small. Members accepted Treasurer's recommendation that the subs go up from £400 to £408 pounds.

7. New members of the Executive Committee. At the summer 2012 AGM, it was confirmed that Bethan James had taken over from Gill Vaisey as NAPfRE representative on the Executive Committee. Phil Lord (Denbighshire SACRE) was elected and Rheinallt Thomas (Anglesey SACRE) was re-elected to the Executive Committee for the period 2012-2015.

8. NAPfRE and WASACRE presentations. The Association received interesting and valuable presentations from:

- SACREs and the Local Community: WASACRE survey by Dr Tania ap Sion
- Young People's Attitudes to Religious Diversity by Professor Leslie Francis
- Further Education: Religious Education and Chaplaincy by Jonathan Martin and Andrew Morton
- Religious Education in the Higher Education Sector by Lynda Maddock
- National KS3 training on application of levels in Religious Educations by Gavin Craigen
- Religious Education Quality Mark by Phil Lord
- Presentations by advisors on the Foundation Phase