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ISLE OF ANGLESEY
COUNTY COUNCIL

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RHYBUDD O GYFARFOD	NOTICE OF MEETING
CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL (CYSAG)	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)
DYDD MAWRTH, 7 HYDREF, 2014 am 2 o'r gloch y prynhawn	TUESDAY, 7 OCTOBER 2014 at 2.00 pm
YSTAFELL BWYLLGOR 1, SWYDDFEYDD Y CYNGOR, LLANGFNI	COMMITTEE ROOM 1, COUNCIL OFFICES, LLANGFNI
Swyddog Pwyllgor	Ann Holmes 01248 752518 Committee Officer

AELODAU/MEMBERS

Cynghorwyr / Councillors:

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

Yr Enwau Crefyddol / Religious Denominations

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

Athrawon/Teachers

Mefys Edwards (Ysgol Syr Thomas Jones), Alison Jones (Ysgol Parch.Thomas Ellis), Bethan Ll.Jones (Ysgol y Graig), Gwag/Vacant (Ysgol Uwchradd Caergybi/Holyhead High School)

Aelodau Cyfetholedig/Co-Opted Members

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 in respect of any item of business.

2 MINUTES 17 JUNE, 2014 MEETING (Pages 1 - 6)

To submit the minutes of the previous meeting of the SACRE held on 17th June, 2014.

3 MATTERS ARISING

- Working in Partnership – Kirsty Williams to report back on proposals made at the previous meeting
- Primary Education Officer to report back with regard to corresponding with Estyn
- Systems Leader to report back on the response drafted to the Call for Evidence Questionnaire

4 ANGLESEY SACRE ACTION PLAN (Pages 7 - 8)

To consider the Anglesey SACRE Action Plan (tabled at the previous meeting).

5 COLLECTIVE WORSHIP

- The Head Teacher of Ysgol Gynradd Llangaffo to make a presentation on the school's arrangements for collective worship.
- Members of the SACRE to provide feedback on their collective worship visits to schools as agreed at the previous meeting.

6 ANGLESEY SACRE ANNUAL REPORT 2013/14 (Pages 9 - 28)

To present the initial draft of the Anglesey SACRE's Annual Report for 2013/14.

7 SCHOOL INSPECTIONS - SUMMER 2014 (Pages 29 - 30)

To present information regarding school inspections Summer 2014.

8 SCHOOL SELF-EVALUATION (Pages 31 - 42)

To present the self-evaluation reports of Ysgol Gynradd Llangaffo and Ysgol Gyfun Llangefni.

9 WASACRE

The Vice-Chair to report on the meeting of the WASACRE held on 2nd July, 2014 in Llandrindod Wells.

10 CORRESPONDENCE

The Chair to report on any correspondence received.

11 **NEXT MEETING**

Tuesday, 17th February 2015.

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**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
(SACRE)
Minutes of the meeting held on 17 June, 2014**

- PRESENT:** Councillor Dylan Rees (Chair)
- The Education Authority**
- Councillors Gwilym O.Jones, R.Llewelyn Jones, Alun Mummery
- Religious Denominations**
- Mr Rheinallt Thomas (The Presbyterian Church of Wales) (Vice-Chair)
Kirsty Williams (The Church in Wales)
Mr Christopher Thomas (The Roman Catholic Church)
Mrs Catherine Jones (The Baptist Union of Wales)
- Teacher Representatives**
- Mrs Mefys Edwards (Ysgol Syr Thomas Jones)
Mrs Alison Jones (Ysgol Parch. Thomas Ellis)
- Co-opted Member**
- Rev.Elwyn Jones (Sunday Schools Council)
- IN ATTENDANCE:** Mr D.Gareth Jones (Primary Education Officer) (Clerk to the SACRE)
Ann Holmes (Committee Officer)
- APOLOGIES:** Deacon Stephen Francis Roe (The Methodist Church)
- ALSO PRESENT:** Miss Bethan James (Systems Leader – GwE)
-

The Chair welcomed all those present and he extended a particular welcome to Mr Christopher Thomas to his first meeting of the Anglesey SACRE as the representative of the Roman Catholic Church.

1 DECLARATION OF INTEREST

No declaration of interest was received.

2 MINUTES

The minutes of the previous meeting of the SACRE held on 18 February, 2014 were presented and confirmed as correct subject to the inclusion of Mr Rheinallt Thomas (Vice-Chair) in the list of attendees.

Arising thereon –

- The Systems Leader reported with respect to identifying means of facilitating and supporting training opportunities for RE Teachers and Co-Ordinators to raise RE standards where that is required that three considerations had emerged, namely –
 - The need to come to an understanding in principle that the Anglesey SACRE along with the Authority in Anglesey is willing to work collaboratively with other SACRE bodies in Wales to formulate a training programme. The Systems Leader referred to the training course for KS3 teachers on understanding standards in KS3 which was held last year, as an example

of the advantages of working collaboratively to deliver training at a time when groups traditionally responsible for delivering teacher training in RE are no longer available. The course involved in terms of arrangement, contribution and participation - the North Wales SACRE bodies; the WASACRE; Anglesey and other North Wales councils and their schools. The Officer said that she and her fellow members of the NAPfRE are looking to build on the success of this model of collaborative working and to further develop it in future. Her recommendation would be that Anglesey Council supports other councils and SACRE bodies as regards working jointly to deliver a training programme. It is also felt that consideration should be given to developing a programme of courses over 2 to 3 years which are - accessible locally; which allow teachers some time to plan for them and which will give due attention to the needs of the primary and secondary sectors and will address current requirements such as literacy and numeracy.

- As regards facilitating and supporting teachers to come together to discuss areas related to Religious Education with a view to sharing good practice and ideas, the Systems Leader said that with regard to the primary sector especially, the SACRE might need to accept that this has to be a low cost joint provision not involving outside groups and which builds on current groups locally. The SACRE as a body might be asked to consider bearing some of the administrative support work and a rota of facilitators could be established with perhaps the Anglesey Council funding an initial session. Perhaps it might subsequently be possible to prompt RE Co-ordinators in the primary sector to set up their own network within the county.
- To establish after school surgeries at the start of each term for those schools due to present their self-evaluation reports to the SACRE to remind them of some of the key considerations in so doing.

The Vice-Chair informed the Members that a letter on behalf of the Wales Free Churches Council had been sent to the Welsh Government's Minister for Education congratulating him on his address to the Conference held in Cardiff recently for the recognition he gave to Religious Education whilst at the same time bringing his attention to two key considerations –

- The future of SACRE bodies in Wales. The letter asks the Minister to re-state and remind each local authority that they are statutorily required to establish a SACRE body.
- Due to the local requirement on RE, that steps are taken to re-establish some system of direct support and advice for schools and teachers following the demise of the previous system of subject advisors as a result of the introduction of system leaders as part of the GwE, and to ensure support for that system.

The Vice Chair said that the letter had been forwarded to all the religious denominations with a request that they pursue the matter.

The secondary school teachers' representative supported the suggestions made for strengthening the provision of support and advice for schools and for RE teachers and she said that given the current emphasis on improving literacy and numeracy skills there is now less opportunity for subject based training.

The Chair referred to the Action Plan which the Systems Leader had tabled at the meeting and which was intended to ensure that the aims and objectives of the Anglesey SACRE's Annual Report for 2012/13 are delivered in a timely and effective way and he suggested that it be considered as part of the agenda for the next meeting. The Systems Leader said that in light of the comments made in the Review of SACREs' Annual Reports that SACRE bodies adopt a more self-evaluative approach to their work she would suggest that the Members consider what is practical within the Action Plan and that they identify outputs against which they can assess themselves as a SACRE body within one or two years in order to demonstrate the body's effectiveness.

It was resolved –

- **To endorse the suggestions made by the Systems Leader for facilitating and supporting training opportunities for RE Teachers to raise RE standards in schools.**
- **That the Action Plan be included for consideration on the agenda for the SACRE's next meeting.**

ACTION ARISING: Committee Officer to include the Action Plan on the agenda for the SACRE's next meeting.

- The Chair referred to the suggestion which he made at the previous meeting that a spiritual element be introduced to the SACRE's meetings by way of a prayer or pause for reflection and he said that this had raised some legal considerations which he had clarified with the Council's Monitoring Officer. In light of the Monitoring Officer's advice he now suggested that each meeting of the Anglesey SACRE be closed with a prayer after the meeting's formal business has been concluded to allow anyone wishing to leave to do so. Members of all three representative groups of the SACRE were in concurrence with this suggestion.

It was resolved that each meeting of the SACRE be closed with a prayer following the conclusion of the meeting's formal business.

3 WORKING IN PARTNERSHIP

Kirsty Williams made a presentation to the SACRE in her capacity as the Children, Youth and Families Ministry Enabler for the Church in Wales and tabled a report which provided a summary of the ideas presented. In her presentation Ms Williams suggested the following as ways in which the Church in Wales might be able to offer practical support for schools in RE –

- Facilitating training sessions for teachers in relevant themes in RE within or without the school.
- Provision of education packages for teachers which are accessible and easy to use e.g. Resource Boxes containing artefacts, lesson plans and other supporting materials which teachers can sign in and out.
- Mentoring systems for children in relation to what they are learning in Religious Education which could in turn inform a mentoring project throughout the school.
- Provision of prayer spaces to be used individually by children or as part of a classroom exercise as appropriate.
- Provision of volunteering placements for young people who might be finding it difficult to access volunteering opportunities.
- Counselling to supplement existing provision within schools.
- Moving on days for children and young people to equip them with skills in moving on to the next stage of their lives.

Members of the SACRE acknowledged the suggestions made and they emphasised that the SACRE as a body can only facilitate the dissemination of information about services and resources to schools for them to act upon as they deem appropriate, and that it is a matter for individual schools whether or not they accept the offer of a service.

The Systems Leader drew attention to the fact that some of the services which the Church's Children, Youth and Families Ministry Enabler suggests the Church can offer are already provided within schools and she highlighted the following as areas which the Children, Youth and Families Ministry Enabler might wish to consider in order to avoid duplicating provision and resources:

- The Welsh National Resource Centre for Religious Education provides a range of resources including resource boxes that address some of the themes mentioned.
- The Children's Department of Anglesey's Library Service loan artefact boxes as well as books to schools.
- That there is a shortage of resources available to schools that reflect the Cwricwlwm Cymreig in terms of defining faith and adherence to faith within Wales from a Welsh perspective. Resources provided by the Church in Wales should reflect that dimension.

- Some services such as counselling, mentoring and coaching services are already well-established in many of county's secondary schools. The Church in Wales might therefore wish to consider what specific needs it is able to respond to and that its representative makes young people and their parents aware that it is the Church that is providing the support to schools where that applies.

The Chair suggested that the Church's Children, Youth and Families Ministry Enabler review the report in light of the comments made and re-present it to the SACRE's next meeting.

It was resolved –

- **To note the information and to thank Kirsty Williams as the Children, Youth and Families Ministry Enabler for the Church in Wales for her suggestions and,**
- **to ask her to review the proposals in light of the comments made during the subsequent discussion.**

4 RELIGIOUS EDUCATION STANDARDS – REPORTS BY ESTYN

Information about the relevant findings from Estyn inspection reports in relation to Ysgol Beaumaris and Ysgol Goronwy Owen was presented.

The Primary Education Officer confirmed that there were no issues arising with regard to the schools inspected. However, the Officer drew the SACRE's attention to the variation in the inspectors' use of terminology in describing the provision for promoting pupils' social, moral, cultural and spiritual development and he said that whilst the inspector in the case of Ysgol Beaumaris refers to "Collective worship sessions" the inspector in the case of Ysgol Goronwy Owen refers inaccurately to "regular assemblies." The Primary Education Officer reminded Members that the SACRE has previously brought inaccuracies in school inspectors' use of terminology to the attention of ESTYN and a response was received at the time by the inspecting body's Chief Inspector which sought to clarify that whilst Estyn's supplementary guidance for inspectors on collective worship distinguishes between collective worship and morning assembly it also notes that morning assembly may incorporate an act of collective worship. The response did also invite the SACRE to highlight any other anomalies which it identifies.

The Vice-Chair pointed out that as well as the erroneous use of the term "morning assembly" there is also an inconsistency between the English term and the corresponding Welsh translation thus leading to inconsistency in terms of language as well as meaning. He suggested, and it was agreed, that the anomaly be brought to the attention of the Chief Inspector of Estyn.

The Systems Leader said that it could also be a case of the inspector drawing on the school's self-evaluation and that it might therefore be beneficial, to remind schools of the need to use the correct terminology in drafting their self-evaluation reports.

It was resolved –

- **To note the information presented.**
- **That the instance of the erroneous use of terminology in the inspection report on Ysgol Goronwy Owen be brought to the attention of the Chief Inspector of Estyn.**

ACTION ARISING: Primary Education Officer to draft a letter to the Chief Inspector of Estyn in accordance with the SACRE's resolution.

5 FULFILLING THE SACRE'S MONITORING RESPONSIBILITIES

A copy of correspondence sent to the county's Head Teachers requesting their co-operation with the provision of school- self-evaluation reports in accordance with a specified timetable and in facilitating collective worship visits was presented for the SACRE's information.

With reference to collective worship visits to schools by Members of the SACRE the Primary Education Officer explained that he had in his correspondence placed emphasis on the fact that any member of the SACRE that would be attending a collective worship session in a volunteering school would be doing so with a view to obtaining an impression of the pupils' experiences in this area and not to lead in any way. The Officer said that he had already received a response from several schools putting themselves forward to receive a visit.

The Systems Leader suggested that it would be helpful if the WASACRE Guidance on Collective Worship be re-circulated to Members to assist them in their preparations for their visit.

Following discussion, it was resolved that collective worship visits to those schools that had proposed themselves would be undertaken by SACRE Members as follows and that the individual members would contact the school to arrange a mutually convenient time and date:

Bodedern Secondary School – Councillor G.O.Jones

Ysgol Parch.Thomas Ellis – Mr Rheinallt Thomas

Ysgol y Parc, Holyhead – Councillor R.Llewelyn Jones

Ysgol Kingsland, Holyhead and Ysgol Pentraeth – Kirsty Williams

Canolfan Addysg y Bont – Mrs Catherine Jones

Ysgol Parc y Bont, Llanddaniel – Miss Bethan James (as Systems Leader)

ACTION ARISING: Committee Officer to circulate the WASACRE Guidance on Collective Worship to Members.

6 WALES ASSOCIATION OF SACRES

The draft minutes of the meeting of the WASACRE held in Caerphilly on 27th March, 2014 along with the final nominations for the Association's Executive Committee were presented for the SACRE's attention.

The Vice-Chair pointed out that the RE News website will now be available free of charge as reported under item 5 (11) of the minutes. The Primary Education Officer said that he would inform the county's schools that the website is now freely available.

With reference to the Religious Education Quality Mark, the Systems Leader said that guidance for self-evaluation is now available on the REQM website (available to schools in Wales by clicking on the WALES tab) as are learner questionnaires for the primary and secondary sectors which might be particularly useful for Department Heads and RE co-ordinators in circumstances where a group of schools come together in a catchment or cluster.

It was resolved –

- **To note the information.**
- **In respect of nominations to the Executive Committee, to delegate to the Vice-Chair the authority to vote on the day on behalf of the Anglesey SACRE.**

7 INDEPENDENT REVIEW OF ASSESSMENT AND THE NATIONAL CURRICULUM WALES

The Independent Review of Assessment and the National Curriculum Wales "Call for Evidence" document and questionnaire were presented for the SACRE's attention.

The Systems Leader explained the background and referred to the requirements in terms of the syllabus for Religious Education and how that differs from the National Curriculum in being determined locally. However all the SACRE bodies in Wales have adopted the National Exemplar Framework for RE which was developed by the Welsh Government meaning that there is now a common reference point with regard to skills, range and attainment levels for RE. The Local Agreed Syllabus must be reviewed every 5 years but it was decided locally in 2013 to defer the review until after the review of the National Curriculum is completed. The Welsh Government has commissioned a call for evidence on the Curriculum and has issued a questionnaire for parents, children and young people and all interested parties in education. Professor Graham Donaldson who has been commissioned to undertake the review has agreed to meet a group from the WASACRE on 20 June and has also allowed for a deferral of a formal response until after the WASACRE's meeting in Powys on 2nd July. She said that the SACRE needs to consider whether it as a body has a view on the National Curriculum review.

In the subsequent discussion, Members of the SACRE considered the Call for Evidence questionnaire and gave their response where relevant to the questions contained therein. The SACRE was agreed in delegating to the Systems Leader the authority to respond formally to the questionnaire on its behalf based on the views expressed during the discussion at this meeting.

It was resolved to delegate to the Systems Leader the authority to formally respond to the Call for Evidence document on behalf of the SACRE based on the views expressed during the discussion thereon.

ACTION ARISING: Systems Leader to formulate a response accordingly.

8 CORRESPONDENCE

A report by Deacon Stephen Roe (The Methodist Church) from the North Wales Safeguarding Conference held in Llandudno on 28th March, 2014 was presented for the SACRE's information.

The SACRE noted the information and was agreed in thanking Deacon Stephen Roe for attending the conference and for reporting back on the day's activities.

9 NEXT MEETING

It was noted that the SACRE's next meeting would be held at 2:00 p.m. on Tuesday, 7th October, 2014.

**Councillor Dylan Rees
Chair**

DRAFT

ANGLESEY SACRE Action Plan 2013-15 DRAFT

Anglesey SACRE Annual Report 2012-13	Action points 2014-15	Evidence	Outcomes	
Develop good leadership in religious education and collective worship Page 7	<ul style="list-style-type: none"> Ensure that all schools receive guidance on self evaluation of religious education and collective worship. Establish a self evaluation timetable, process and procedures. Share good practice in SACRE meetings. Facilitate good practice 	<ul style="list-style-type: none"> Self evaluation guidance Self evaluation timetable and procedures Schools' self evaluation reports Minutes of SACRE meetings Minutes of teachers' meetings 	<ul style="list-style-type: none"> Nearly all schools will have submitted a self evaluation report on standards of religious education and collective worship by Summer 2015. SACRE will have prepared a termly and annual summative report on the standards of RE and collective worship by Summer 2015. Invite schools to share their best practices at SACRE meetings. 	☺
				☹
				☹
Close the gap between standards attained by boys and girls at GCSE. Page 10	<ul style="list-style-type: none"> SACRE to urge secondary headteachers to ensure that teachers have access to WJEC support and that they are aware of ESTYN's Thematic Report Encourage GCSE teachers to share good practice at network/PLC meetings. 	<ul style="list-style-type: none"> Letters to headteachers Minutes of network/PLC meetings Chief Examiner's report/newsletter 	<ul style="list-style-type: none"> More boys choosing Religious Studies as a GCSE option. The gap between results attained by boys and girls at GCSE continuing to close. 	☺
				☹
				☹
Update teachers' knowledge e.g. Welsh Government guidance documents and ESTYN thematic report. Page 12-13	<ul style="list-style-type: none"> SACRE to circulate an updated list of guidance documents. 	<ul style="list-style-type: none"> Letter/newsletter Update CYNNAL's Moodle website. 	<ul style="list-style-type: none"> Schools' self evaluation reports show that teachers plan lessons that respond to Welsh Government guidance (primary and secondary) and reflect the good practice identified in the ESTYN Thematic Report (secondary) 	☺
				☹
				☹
Promote good quality collective worship Page 14	<ul style="list-style-type: none"> SACRE to ensure that teachers are aware of the recent materials available for collective worship Raise awareness of SACRE members of the nature of collective worship in schools. 	<ul style="list-style-type: none"> Letter/newsletter Oral reports by SACRE members References to collective worship in ESTYN reports 	<ul style="list-style-type: none"> ESTYN reports refer to good quality collective worship All schools conform to statutory requirements SACRE members will have an improved understanding of collective worship 	☺
				☹
				☹

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Agenda Item 4

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Standing Advisory Council for Religious Education

**ANGLESEY
ANNUAL REPORT**

September 2013 - August 2014

Director of Lifelong Learning

Dr Gwynne Jones

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**SECTION 1:
EXECUTIVE SUMMARY**

SACRE's function in relation to Religious Education

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

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

1.1 Chairman's summary

Dylan Rees
Chairman, 2013-14

SECTION 2: ADVICE TO ANGLESEY EDUCATION DEPARTMENT

2.1 SACRE's function in relation to Religious Education

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

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

2.2 The Locally Agreed Syllabus

Gwynedd and Anglesey SACREs have adopted the 'National Exemplar Framework for Religious Education for 5-19 year old learners' as the Locally Agreed Syllabus for Gwynedd and Anglesey (2008). Before March 2013, the syllabus and exemplar materials were promoted by CYNNAL's humanity adviser during training sessions, courses and visits to schools. This curriculum support ended in March 2013.

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, and by
- reviewing ESTYN inspection reports for references to 'religious education' or 'collective worship'.

Following the closure of the advisory service for religious education in March 2013, Gwynedd and Anglesey SACRE members have considered alternative ways of fulfilling their responsibilities of monitoring and advising the local authorities. Ten members responded to a questionnaire distributed to Anglesey SACRE members (28.05.13). An analysis of the responses (26.11.13) shows that:

- all Anglesey SACRE members feel confident in their understanding of the statutory requirements for collective worship in schools;
- many members are prepared to attend collective worship sessions in a sample of schools every term. Four members submitted their names, one member offered to lead collective worship sessions occasionally;
- many Anglesey SACRE members feel confident in their understanding of the statutory requirements of the Locally Agreed Syllabus and are prepared to read and prepare an analysis of a sample of self-evaluation reports. Four members submitted their names;
- a majority of members are prepared to visit schools in order to discuss the self-evaluation report with the religious education co-ordinator or head of departments. Four members submitted their names.

2.3.1 Schools' self-evaluation reports

SACRE members resolved at their meeting on 14 February 2011, to continue to receive copies 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 developed guidance and an online template for primary and secondary schools to support teachers and head teachers in their self-evaluation. The supplementary materials included success criteria, lesson observation, book review guidance, data analysis, making judgements on standards and cross curricular skills as well as exemplar questions which could be used when interviewing pupils.

Three self-evaluation reports were submitted to Anglesey SACRE during the year. Reports were received from Y Fali and Pentraeth primary schools and Ysgol Uwchradd Bodedern.

The self-evaluation 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		2				2				2		
Secondary		1				1				1		
Total		3				3				3		

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.

How good are outcomes in Religious Education?

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, (Y Fali, Pentraeth);
- the ability of most pupils to contribute to discussions based on moral questions such as, 'what makes a good friend?' 'why is it important to tell the truth?' and fundamental questions such as 'what makes us human?' or 'what's real?' (KS2 Pentraeth), 'is there life after death?' or 'what's the meaning of life?' (KS3 Ysgol Uwchradd Bodedern);
- the ability of pupils to identify the similarities and differences across religions, (KS2 Ysgol Gymuned y Fali);
- pupils' confidence in using ICT to gather information in religious education lessons (Ysgol Gymuned y Fali);
- pupils' attainment at KS3 teacher assessments and KS4 and KS5 external examinations (Ysgol Uwchradd Bodedern).

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

- develop the ability of learners to engage with big questions (Ysgol Gymuned y Fali);
- close the gap between Free School Meals (FSM) pupils and non-FSM pupils, (Ysgol Uwchradd Bodedern).

How good is the provision for Religious Education?

The schools identified good practices such as:

- appropriate planning, (Ysgol Gymuned y Fali, Ysgol Uwchradd Bodedern);
- the successful use of big questions as a focus to the learning, (Ysgol Pentraeth);

- learning activities which allow pupils to build on their previous learning and develop their religious education skills and their ability to express opinions and make decisions, (Ysgol Uwchradd Bodedern);
- oral and writing activities that reflect the requirements of the National Literacy Framework, (Ysgol Uwchradd Bodedern).

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

- revise their schemes of work in order to ensure progression, (Ysgol Gymuned y Fali);
- develop literacy through religious education, (Ysgol Gymuned y Fali);
- observe religious education lessons as part of their self-evaluation process, (Ysgol Gymuned y Fali);
- encourage more pupils to choose religious studies as a GCSE, AS or A level course, (Ysgol Uwchradd Bodedern);
- develop challenging, interesting and extended tasks for more able pupils, (Ysgol Uwchradd Bodedern);
- trial more thinking skills and revision tasks in order to raise standards and pupil attainment, (Ysgol Uwchradd Bodedern).

How good is the provision of collective worship?

All schools conform to the statutory requirements.

The schools identified good practices such as:

- the contributions made by pupils to the collective worship sessions and religious celebrations such as Thanksgiving and Christingle, (Ysgol y Fali);
- the close links between the school and the local church, (Ysgol y Fali);
- the spiritual nature of the collective worship sessions, (Ysgol Pentraeth), and the
- significant contribution made by the collection worship sessions to learners' spiritual, moral, social and cultural development, (Ysgol Uwchradd Bodedern).

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

- develop specific themes and a more structured plan for collective worship sessions, Ysgol Gymuned y Fali);
- formally observe religious education lesson, (Ysgol Pentraeth).

SACREs Recommendations to Anglesey Council

- Develop co-ordinators' and subject leaders' knowledge and understanding of RE and their management skills;
- Invite religious education co-ordinators to present their work to SACRE members;
- Facilitate opportunities for teachers to share good practice in religious education and collective worship.

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 and use the findings of the national moderation programme (2013-12) and Welsh Government guidance to verify their judgements:

- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 an KS3 in Religious Education: Supplementary Guidance (2011)

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. However, 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
2013	5(5)+5(14)+1(7)	675	1,241	86.8%	?	41.6%	?	13.8%	?
2012	4(5)+13(14)+4(7)	656	2,568	74.1%	74.1%	29.7%	43.4%	14.3%	12.7%
2011	3(5)+11(14)+2(7)	377	1,767	76.9%		26.0%		6.9%	

* By the end of the Autumn term 2013, every secondary school in Anglesey had submitted KS3 performance data, 5 out of 14 secondary schools in Gwynedd and 1 out of 7 schools in Conwy. Special schools did not submit teacher assessments for religious education.

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

- All schools submitted end of KS3 teacher assessment data for Religious Education. The special school did not submit assessment data for Religious Education;
- 675 KS3 pupils were assessed in the summer term of 2013;
- 86.8% of Anglesey KS3 pupils attained Level 5+ in religious education. This represents an increase of 12.7% since 2012. The percentage of pupils attaining L5+ varied from 79.4% to 93.3%;
- 41.6% of Anglesey KS3 pupils attained Level 6+ in religious education. This represents an increase of 11.9% since 2012. The percentage of pupils attaining L6+ varied from 31.4% to 50.9%;
- 13.9% of Anglesey KS3 pupils attained Level 7+ in religious education. This represents an increase of 6.9% since 2012. Level 7 was awarded to pupils in all schools and the percentage of pupils attaining L7+ varied from 2.8% to 20.1%;
- Learners have attained L3 or below in 3 schools.
- No pupil was awarded L8 in religious education.

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

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.

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.

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	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

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.
- Facilitate professional learning communities for religious education teachers in order to share good practice.

2.3.3 ESTYN Inspection Reports

9 primary schools in Anglesey were inspected by ESTYN during 2013-14: Beaumaris, Caergeiliog, Cemaes, Corn Hir, Ffrwd Win, Goronwy Owen, Llaingoch, Moelfre, Saint Mary's. The reports note that schools:

- respond appropriately to the requirements of religious education (Beaumaris, Goronwy Owen);
- provide a wide range of stimulating experiences (Ffrwd Win);
- develop and facilitate pupils' personal, spiritual, moral and cultural development to a good standard, (Beaumaris, Caergeiliog, Goronwy Owen, Llaingoch, Moelfre);
- provide a range of excellent opportunities that promote pupils' social, moral, cultural and spiritual development, (Ffrwd Win);
- provide a daily collective worship session that successfully promotes the school's mission statement, (St. Mary's);
- benefit from the close links between the school and the wider community in order to effectively support pupils' spiritual, moral and emotional development, (St. Mary's);
- regularly review the school's policies and procedures and use these effectively in order to ensure pupils' personal, spiritual, moral and cultural development, (Corn Hir).

2.4 Response of Local Authority

Anglesey Council has commissioned GwE (School Effectiveness and Improvement Service) to support Anglesey SACRE meetings.

2.5 Religious Education and the Welsh Government

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

- <http://wales.gov.uk> > search for Religious Education
- The National Exemplar Framework for Religious Education in Wales (2008)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 and KS3 in Religious Education: Supplementary Guidance (2011)
- Religious Education: Guidance for 14-19 year old learners (2009)
- People, Questions and Beliefs: Religious Education in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://cbac.co.uk>)

SACRE's recommendation to Anglesey Council

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

2.6 Religious Education and ESTYN

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

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

SACRE's recommendations to Anglesey Council

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

2.7 SACRE's function in relation to collective worship

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

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

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

Since the end of the provision of advisory support for religious education in March 2013 Gwynedd and Anglesey SACRE members have considered alternative methods of fulfilling their duties to

monitor standards and advise the education authority. Ten members responded to a questionnaire circulated to Anglesey SACRE members (28.06.14). An analysis of the responses shows that:

- all Anglesey SACRE members feel confident in their understanding of the statutory requirements for collective worship in schools;
- many members are prepared to attend collective worship sessions in a sample of schools every term. Four members submitted their names, one member offered to lead collective worship sessions occasionally;

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;
- Encourage schools to invite members of Anglesey SACRE to attend collective worship sessions in the county's schools.

SECTION 3: ANNEXES

3.1 Administrative matters in relation to SACRE

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

Christians and Other Faiths, namely,

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

Teachers, namely;

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

Elected members

3.2 SACRE membership of Anglesey 2013-14

Christians and Other Religions

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

Deacon Stephen Francis Roe
Mrs Catherine Jones
Mr Rheinallt Thomas
awaiting nomination
Prof. Euros Wyn Jones
awaiting nomination

Teachers' Unions' representatives

Association of School and College Leaders (ASCL)
Welsh National Union of Teachers (UCAC)
National Association of Schoolmasters and Union
of Women Teachers (NASUWT)
National Union of Teachers (NUT)
Association of Teachers and Lecturers
National Association of Head teachers (NAHT)
Co-opted

~~Mr Alwyn Watkins~~
~~Mr Nedy Edwards~~ (Ysgol Syr Thomas Jones)
~~Ms Miriam Armitage~~
~~Ms Eirion Hargrett~~
~~Ms Eirion Hargrett~~
~~Ms Eirion Hargrett~~
~~Ms Eirion Hargrett~~
Alison Jones (Ysgol Parch T Ellis)
Bethan Ll Jones (Ysgol y Graig)

Local Members

Councillor W T Hughes
Councillor Gwilym O Jones
Councillor R Llewelyn Jones
Councillor Alun Mummery
Councillor Dylan Rees (Chairman)
Councillor Dylan Rees
Councillor Peter Rogers
Councillor Alwyn Rowlands

Co-opted members (non voting)

Mrs Helen Bradley Jones
Rev. Elwyn Jones

Bangor University
Sunday School Council

Officers

Dr Gwynne Jones
Mr Gareth Jones
Miss Bethan James

Director of Lifelong Learning
Education officer and SACRE clerk
Humanities Adviser CYNNAL

Mrs Ann Holmes

Committee officer

3.3 SACRE meetings 2011-12

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2013-14, Anglesey SACRE met on three occasions:

26 November 2013
18 February 2014
17 June 2014

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

a) Meeting held on 26 November 2013

- GwE's support to Anglesey SACRE
- 'Religious Education in Secondary Schools' (ESTYN's thematic report, 2013)
- Review of the National Curriculum for Wales
- Anglesey SACRE's Annual Report (draft) 2012/2013
- How good are standards in religious education? An analysis of KS3 teacher assessment and GCSE external examinations.
- ESTYN inspection reports – references to religious education, collective worship and pupils' moral and spiritual development: Cemaes, Corn Hir, Moelfre, Llaingoch.
- Schools' self-evaluation reports: Ysgol Uwchradd Bodedern
- How can SACRE members contribute to the monitoring of the standards of religious education and collective worship?
- Wales Association of SACREs: submit oral report for the meeting held at Caernarfon, Gwynedd on 19 June 2013.

b) Meeting held on 18 February 2014

- Religious Education at St. Mary's Catholic School (presentation by Christine Hunt);
- Anglesey SACREs Annual Report (final) 2011/12
- ESTYN inspection reports – references to religious education, collective worship and pupils' moral and spiritual development: Ffrwd Win, Caergeiliog, St. Mary's.
- Schools' self-evaluation reports: Ysgol Gymuned y Fali, Ysgol Pentraeth
- The National Literacy and Numeracy Framework and Review of the National Curriculum for Wales.
- A song book for schools, 'O Dduw, ein Tad' (Bangor diocese)
- Wales Association of SACREs: submit papers for the meeting held at Cardiff on 10 October 2013.

c) Meeting held on 17 June 2014

- Working in partnership: presentation by Kirsty Williams, Children's, Youth, and Families Ministry Enabler at The Church in Wales;
- ESTYN inspection reports – references to religious education, collective worship and pupils' moral and spiritual development: Beaumaris, Goronwy Owen;

- Fulfilling Anglesey SACRE's monitoring duties;
- North Wales Protection Conference, 28 March 2014: report by Deacon Stephen Roe;
- Wales Association of SACREs: submit papers for the meeting held at Caerphilly on 27 March 2014.

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 Rheinallt Thomas (a member of WASACRE executive committee)

3.3.2 The following provide SACRE with professional support:

Dr Gwynne Jones, Director of Lifelong Learning

Mr Gareth Jones, Education Officer and SACRE clerk

Miss Bethan James, system leader (GwE)

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

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

3.3.3 The SACRE report was sent to the following organisations:

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

- Department for Education and Skills, Welsh Government
- Council website for Anglesey schools
- Wales Association of SACREs

A printed copy was distributed to:

- Members of Anglesey SACRE

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

Rationale

Religious Education is locally controlled by a Standing Advisory Council on Religious Education (SACRE). It is made up of three committees: representatives of the principal religious traditions of the area, teacher representatives and local authority representatives. SACRE's main function is, "to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit." (Education Reform Act 1988 s.11(1)(a))

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

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

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

The new ESTYN Inspection Framework will no longer make specific references to Religious Education and collective worship. Anglesey SACRE would therefore like to take advantage of the procedures and practices that are currently used by headteacher and teachers as they prepare for the new Inspection Framework. It was resolved at the Anglesey SACRE meeting on 14 February 2011 that it would fulfil its statutory responsibilities by inviting schools to share their self evaluation of Religious Education, collective worship and pupils' spiritual and moral development with SACRE members.

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

Contact details:**Name (SACRE Clerk): Gareth Jones****Address:** Education and Leisure Department, Ffordd Glanhwfa, Llangefni. LL77 7EY

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

Name of School:

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

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

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

Signed: (Head teacher)

Date:

3.6 Guidance for interpreting external examination data

What does the GCSE (full course) table show?

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

What does the GCSE (short course) table show?

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



CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

Adroddiadau Estyn Reports

Haf 2014 Summer.

Ysgol Llanfechell.

Mae'r ysgol yn hyrwyddo iechyd a lles disgyblion yn effeithiol. Mae ganddi bolisiau a gweithdrefnau priodol ar gyfer hyn ac ar gyfer hyrwyddo datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol y disgyblion yn llwyddiannus. Mae'r ysgol yn gymuned hapus lle teimla'r disgyblion yn ddiogel.

The school promotes pupils' health and wellbeing effectively. It has appropriate policies and procedures for this and for promoting pupils' spiritual, moral, social and cultural development successfully. The school is a happy community in which pupils feel safe.

Ysgol Llangaffo.

Mae'r ysgol yn gymuned hapus a threfnus ac mae ganddi bolisiau a gweithdrefnau cynhwysfawr a phriodol. Llwydda'r staff i greu amgylchedd diogel ac ethos cyfeillgar lle caiff iechyd a lles disgyblion flaenoriaeth uchel

Mae darpariaeth gynhwysfawr ar gyfer hyrwyddo datblygiad moesol, cymdeithasol a diwylliannol disgyblion. Yn ystod sesiynau addoli ar y cyd ac achlysuron eraill, caiff disgyblion eu hannog i fyfyrion ar eu bywydau eu hunain a phobl eraill ac i drafod gwerthoedd megis gonestrwydd a pharch. Mae'r arferion hyn yn cyfrannu'n arwyddocaol tuag at helpu disgyblion i wahaniaethu rhwng yr hyn sy'n dderbyniol a'r hyn sy'n annerbyniol.

The school is a happy and orderly community and it has comprehensive and appropriate policies and procedures. Staff create a safe environment and a friendly ethos in which pupils' health and wellbeing have a high priority.

There is comprehensive provision for promoting pupils' moral, social and cultural development. During collective worship sessions and other occasions, pupils are encouraged to reflect on their own lives and other people's lives and to discuss values such as honesty and respect. These practices contribute significantly to helping pupils to distinguish between what is acceptable and what is unacceptable.

Ysgol Esceifiog.

Mae'r ysgol yn darparu ystod gynhwysfawr o brofiadau dysgu sy'n ymateb yn llawn i ofynion y Cyfnod Sylfaen, y Cwricwlwm Cenedlaethol ac addysg grefyddol.

Mae'r ysgol yn gymuned gynhwysol a gofalgwr lle mae oedolion a disgyblion yn dangos gofal a pharch tuag at ei gilydd ac eraill yn dda iawn. Mae'r ysgol yn hyrwyddo datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol y disgyblion yn llwyddiannus. Mae sesiynau addoli ar y cyd a rhaglen addysg bersonol a chymdeithasol yr ysgol yn cyfrannu'n gadarnhaol i'r meysydd hyn.

The school provides a comprehensive range of learning experiences that respond fully to the requirements of the Foundation Phase, the National Curriculum and religious education.

The school is an inclusive and caring community in which adults and pupils show care and respect for each other and others very well. The school promotes pupils' spiritual, moral, social and cultural development successfully. The school's collective worship sessions and personal and social education programme contribute positively to these areas.

Ysgol Gyfun Llangefni.

Mae staff yn cefnogi iechyd a lles disgyblion yn effeithiol ac yn darparu rhaglen addysg bersonol a chymdeithasol bwrpasol. Mae'r gwersi addysg grefyddol a'r gwasanaethau boreol yn cyfrannu'n dda at ddatblygiad ysbrydol, diwylliannol a chymdeithasol disgyblion. Mae'r ysgol yn meithrin gwerthoedd moesol cadarnhaol fel gonestrwydd, tegwch a pharch at eraill.

Staff support pupils' health and wellbeing effectively and provide a purposeful personal and social education programme. Religious education lessons and the morning assemblies contribute well to pupils' spiritual, cultural and social development. The school fosters positive moral values such as honesty, fairness and respect for others.

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 that it would fulfil its statutory responsibilities by inviting schools to share their self evaluation of Religious Education, collective worship and pupils' spiritual and moral development with SACRE members.

Primary and secondary schools are kindly asked to submit a summary of the school's self evaluation to the clerk of Anglesey SACRE.

Contact details:

Name (SACRE Clerk): Gareth Jones

Address: Department for Lifelong Learning, Glanhwfa Road, Llangefni.

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

Name of School: YSGOL LLANGAFFO

Religious Education

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

Pupils' standards in Religious Education are very good. Religious education contributes greatly towards the school's notable Christian character.

The learners are motivated by subject, idea, story and learn particularly well.

They develop and use a variety of higher skills effectively through enquiry, discussion, analysis, appraisal and come to a conclusion/ decision.

THE FOUNDATION PERIOD

The pupils' ability to discuss texts, recall stories and ask questions is good.

Nearly everyone can speak about their feelings their actions and their opinion by the end of the Foundation Period. Many can describe and offer simple comments on other people's viewpoints. The pupils use simple religious vocabulary across the Foundation Period and the majority will understand the meaning of religious symbols.

KEY STAGE 2

At the bottom of Key Stage 2 the majority are able to recall, respond and communicate simply some of the basic beliefs, teachings and religious practices that are investigated. A number note what is similar and different in religions.

At the top of Key Stage 2 the majority of the pupils are able to describe some religious beliefs, teachings and practices and how some of these aspects of religion affect believer's lives. The majority of the pupils can make links between religious beliefs, teachings and practices describing the effect on believers' lives and noting what is similar and different within and across the religions.

At the bottom of Key Stage 2 the majority of pupils are able to describe their own feelings, actions and opinions and they can offer comments on other people's viewpoints. The majority understand the meaning and significance of religious symbols and they can use simple religious vocabulary.

At the top of Key Stage 2 nearly every one of the pupils are able to explain how their own feelings, actions and opinion affect their lives, and describe how other people's viewpoints in the same way affect their lives. They use a range of religious vocabulary suitably and show a basic understanding of religious symbols.

The pupils' skills are very good in the way that they use their creativity and originality to apply their knowledge and skills in religious education to their personal questions about meaning and purpose.

At the bottom of Key Stage 2 nearly every pupil is able to speak and ask questions about their own experiences, the world around them and aspects of religion.

At the top of Key Stage 2 the majority of the pupils are able to discuss their own and others' responses to questions about life, the world around them and religion.

KS2 pupils are able to discuss questions that arise from their experiences or from thematic work. Advantage is taken of assistance from the Rector in discussing big questions such as "do we have to die?" Section 50 report, Summer 2014 refers to one specific lesson "Pupils are challenged by asking questions such as 'can hatred be a good thing?' This encouraged the pupils to think profoundly, and then they were referred to the school's values' base, namely Jesus."

There is evidence in the pupils' books, monitoring results of the teaching and learning from the Diocesan Director and from the Rector showing that standards are excellent across the school.

Christian values have a very positive effect on learners' development and these values have been deeply embedded in the daily life of the school. All members of the school community express particular Christian characteristics. The school's Christian values have considerable effect on learners' daily lives and achievements. The Section 50 summer 2014 report said that "Ysgol Llangaffo'n notable Christian character was excellent in meeting needs.

Matters for development

As part of a whole-school Curriculum review – review the School’s Religious education curriculum .

Excellent

√

Good

Adequate

Unsatisfactory

Key Question 2: How good is provision in Religious Education?

- 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](#)

The teaching: planning and range of strategies

Religious Education has a high profile in the School’s curriculum. A period of at least an hour a week is given to teaching Religious Education in the two key stages.

There is a link between the School’s Christian values and spiritual, moral, social and cultural development are a central part of the Religious Education curriculum and they have a strong effect on the pupils.

The Religious Education curriculum is broad and rich and encourages the pupils to gather knowledge and understanding through wide and varied learning activities.

The Religious Education curriculum gives the pupils opportunities to understand and make links between other religions’ beliefs and practices.

Every member of staff has a good knowledge of Religious Education.

There is a good collection of resources e.g. stories, non-fiction books, large books, artefacts, ICT resources that create interest and enrich provision in the area. The School will borrow/ have an introduction to specific artefacts by the Rector at specific times in the Christian calendar.

The School includes cross-curricular elements in their Religious Education lessons in accordance with the Literacy and Numeracy Framework’s requirements .

The parish curate holds Godly Play sessions with the FP pupils and this method inflames the pupils’ inquisitiveness and encourages them to think.

Advantage is taken of the opportunities to take the pupils out on visits. Various regular visitors contribute extensively to developing the pupils’ skills and knowledge further e.g. presentations from the “Open the Book” gang, Ephatha, visits from the Bishop and the Rector.

The school includes cross-curricular elements in their Religious Education lessons in accordance with the Literacy and Numeracy Framework’s requirements.

THE FOUNDATION PERIOD

- Teachers have identified the specific skills that involve people, beliefs and questions through the areas of Knowledge and Understanding of the World and Personal and Social development and Cultural Diversity.
- The Foundation Period plans on the basis of the above awareness has incorporated people, beliefs and questions within these two areas and across the other learning areas.

KEY STAGE 2

- Detailed plans ensure continuity and development. With the Rector’s support we plan “big question” sessions. This has been a medium to ensure depth and for developing the pupils’ enquiry skills. Detailed assessment methods are

a valuable contribution in preparing tasks for different abilities.

Areas for Development

As part of a whole-school Curricular Review – review the School’s Religious Education curriculum.

Excellent	√	Good		Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is provision in Collective Worship?

Does Collective Worship meet the statutory requirements?	Yes √	No
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References: ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools’ (September 2010), ‘Religious Education and Collective Worship’ (Welsh Office Circular 10/94)

Good characteristics in relation to the quality of Collective Worship

It is ensured that the period of Collective Worship includes a wide range of Christian themes with a strong emphasis on the school’s Christian values and Christian celebrations. This ensures that the pupils have a good understanding of the nature of worship, the faith, the traditions and Christian practices.

A collective worship plan, two year cycle, has been created to ensure continuation, variation and clear focus on Christian beliefs and holidays. A variety of hymns are sung in our services. Through our services, our Religious Education work plan and our PSE plan the pupils contribute effectively by organizing contributions beforehand, sharing feelings at the time and by meditating on what was discussed. They also have an opportunity to meditate on their own lives and other people’s lives, consider life’s basic questions and meditate on their own beliefs or values. Circle services are held weekly in School. There is an opportunity in these services to meditate, enquire and discuss matters that arise in school or outside. These periods give the pupils an opportunity to discuss their feelings, listen to others and respect differences of opinion.

Weekly various groups of KS2 pupils prepare services. There is a variety of items in these services from drama to quiz. This intensifies KS2 pupils’ understanding of themes and stories, and encourages them to think of effective methods for presenting the story/ theme and offers FP period pupils various collective worship experiences.

As a Church School there is a strong link between school and pupils and Rector of the parish. The Rector holds services regularly and the pupils also take part in services in the village Church - Thanksgiving service and Christingle service. A gang of church volunteers hold services every fortnight - the “Open the Book” plan. A story from the Bible is told in drama form which brings the stories alive. The contents/ meaning of the stories are discussed at the end of the service. The pupils’ understanding of the stories and their message has increased greatly in this wake.

The School’s pupils collectively recite the Lord’s Prayer in the morning service, collectively recite a prayer before lunch and a prayer/grace at the end of the day. Services and lessons are held to ensure that pupils understand the nature and purpose of prayer. During the services the pupils have an opportunity to meditate and an opportunity to say a personal prayer. The pupils have an opportunity to write prayers for specific occasions e.g. thanksgiving, war in Syria etc. Through the medium of

all of this it is ensured that the period of collective worship is a notable spiritual period.

Key Strengths

100% of parents said in the Summer 2013 questionnaire that the School's values and attitude were having a positive effect

Areas for Development in relation to the quality of Collective Worship

Year 5 and 6 pupils to keep a record of the services' stories/themes and hymns and to create a short appraisal of the services concentrating on the effect of the services.

Excellent	√	Good		Adequate		Unsatisfactory	
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Signed *Manon Williams* (Headteacher)

Date: 7/9/14

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 that it would fulfil its statutory responsibilities by inviting schools to share their self evaluation of Religious Education, collective worship and pupils' spiritual and moral development with SACRE members.

Primary and secondary schools are kindly asked to submit a summary of the school's self evaluation to the clerk of Anglesey SACRE.

Contact details:

Name (SACRE Clerk): Gareth Jones

Address: Department for Lifelong Learning, Glanhwfa Road, Llangefni.

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

Name of School: YSGOL GYFUN LLANGFNI

Religious Education

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

- 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.

Key Stage 3

By the end of KS3 the pupils have had opportunities to develop their skills, knowledge and understanding of Christianity and the world's main religions and to use these to ask basic human and religious questions and respond to them, doing so through the subject's core skill. Pupils are given opportunities to deal with basic questions such as "How do I express myself? How do people express their beliefs and feelings?" "Why are religious rules important for believers?" and "How can I challenge prejudice and discrimination within my community?". Every pupil in KS3 has opportunities to inspect religious beliefs, doctrines and customs e.g birth customs, celebrations, symbols, religious communities and injustice. Pupils enjoy learning about different religious responses to basic questions and why people live their lives in different ways in the wake of their beliefs. All pupils are also inseparably given opportunities to express personal response to assertions such as "One person cannot stand up against injustice in the world!", "Places of worship are not important; it's who and how you worship that are important!" and 'Keeping kosher is not difficult at all'. They enjoy considering their own opinions and discussing various standpoints with their peers in lessons.

Key Stage 3

At the bottom of Key Stage 3 the majority of pupils are able to describe some religious beliefs, doctrines and customs and how some of these aspects of religion affect the lives of believers. The majority of pupils can make links between religious beliefs, doctrines and customs describing the effect on believers' lives and noting what is similar and different within and across the religions.

At the top of Key Stage 3 the minority can apply a wide range of religious concepts to a variety of beliefs, teachings and practices and explain and justify the reasons for the range of standpoints that religious people have.

At the bottom of Key Stage 3 the majority of pupils are able to explain how their own feelings, actions and opinions affect their lives, and describe how other people's viewpoints in the same way affect their lives. They use a range of religious vocabulary suitably and show a basic understanding of symbolic language.

At the top of Key Stage 3 the minority are able to consider the implications of their own beliefs and actions, and compare these with those of other people and come to balanced conclusions. They use a range of religious vocabulary suitably and are able to explain the symbolic meaning of objects, actions and/or religious language

At the bottom of Key Stage 3 the majority of pupils are able to discuss their own and others' responses to questions about life, the world around them and religion.

At the top of Key Stage 3 the minority are able to consider basic religious and moral questions from a range of religious viewpoints and are beginning to come to rational conclusions

KS3 Teacher Assessment Results

80.8% succeeded in attaining Level 5+, better than last year's 63.1%.

38.4% have attained 6+, better than last year's 24.8%.

12.2% have attained Level 7+, considerably better than last year's 1.5%.

Key Stage 4

The [WJEC] Specification B is followed for GCSE Religious Studies that gives pupils opportunities to develop their skills and knowledge of Christianity and Judaism and to use these to respond to ethical and religious questions.

Statutory Religious education lessons are provided for every pupil in KS4, as part of the PSE cycle, and the Welsh Baccalaureate in year 10. Human Rights, the virtues of good relationships – marriage, divorce and same sex marriage are discussed. In addition to this lessons are provided in Year 11 where the emphasis is on holding discussion and dealing with subjects such as IVF and Society Responsibility and Injustice.

GCSE Results

There were good results this year with 84.2% gaining A* - C grades. This was better than last year's results which were 80.6% and the same as 2011's results, 84.2% - A* - C.

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

66.6% of the boys gained grades A* - C, that is higher than last year [53.9%].

Key Stage 5

The WJEC Advanced 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 Human Experience).

Advanced Contributory and Advanced Level Results

Advanced Contributory Level

Good results, 33.3% succeeding in gaining grade A, 77.7% succeeding in gaining grades A – C, and 100% gaining grades A – E.

Advanced Level

Very good results 92.8% of the pupils have gained grades A* - C and 100% have gained grades A* - E.

21.0% of pupils gained grades A* - A.

Evidence in the teaching and learning books/files and monitoring findings show that standards are good in stages 3, 4 and 5.

Matters for attention

Ensure that every pupil attains the challenging targets set.

Develop a portfolio of KS 3 assessment tasks

Continue to improve the boys' performance, opposite the girls' performance within the grades A*/A, A/B in GCSE.

Make use of the "walled garden" data to identify weaknesses in the GCSE/AS/A examination papers.

Target questions b and d on the GCSE paper.

Target appraisal questions on the AS paper.

Review GCSE/AS/A revision materials

Use of Positive Mentoring monthly data to identify any underachievement that happens in GCSE.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education

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

- 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).

Teaching : planning and range of strategies

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

The two teachers who teach Religious Education as their main 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, doctrines and practices and expressing religious responses.

Religious Education work plans have been based on the National Exemplary Framework's requirements for presenting Religious Education and incorporates the three core skills in the study areas.

The activities have been planned carefully offering the best possible opportunities to develop and build upon the knowledge and understanding skills of prior learning. The department has responded to the Literacy Framework's requirements, identifying opportunities to develop reading, oracy and writing skills. All tasks have been mapped on an EXCEL spreadsheet that responds to the framework's requirements. Examples are kept of year 7 pupils' work from the various elements in the framework. The department also prepares for reporting on the standard of literacy.

There are a great number of resources in the Department e.g. artefacts, books and DVDs. Extensive use is made of

the interactive whiteboards, that include the use of several electronic forms. The Department is also owner of i Pad Air, and is beginning to experiment on how to make the best use of it in lessons.

Key Stage 4

3 lessons a week are set aside for GCSE Religious Studies lessons, in years 10 and 11. Two classes exist in each year. Both are taught by Teachers who are qualified in the subject.

The [WJEC] Specification B course followed for GCSE gives the pupils opportunities to develop their skills and their knowledge of Christianity and Judaism and these are used to respond to ethical and religious questions.

Polished lessons have been prepared to ensure that the pupils completely understand the texts and course requirements. The work is presented in the form of units, with a test to follow at the end of every unit. Homework is set regularly based on the examination paper questions. Revision lessons are arranged with the same care as normal lessons, with appropriate resources for every pupil, to ensure that the pupils are thoroughly prepared for the examination. A review club is held after school.

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

Key Stage 5

4 lessons a week are set aside for Religious Education Contributory Advanced Level and Advanced Level. Contributory A Level is taught by members of the Department and Advanced Level by the Head of Department.

The Contributory Advanced Level 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 Human Experience).

Detailed contemporary lessons are prepared that inflame the students' interest and encourage independent study. Regular homework is set. Timed essay and mock examination methods are used in order to prepare the pupils thoroughly for the examinations.

Matters for attention:

KS 4

Inspect ways of attracting more pupils to choose the subject for GCSE.

Develop and create more differential resources.

KS 5

Continue to respond to the students' individual needs – either additional support or extending individual tasks for more able and talented pupils.

Review techniques of presenting the synoptic unit.

References: [ESTYN Inspection Framework 2.1 and 2.2](#) and [the Locally Agreed Syllabus for Religious Education](#)

The teaching: planning and range of strategies

Areas for Development

Excellent		Good	v	Adequate		Unsatisfactory	
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Name of School:

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 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Collective worship gives pupils an opportunity to worship God, consider spiritual and moral matters as well as consider their own beliefs. This is presented by listening, watching and joining in the worship that is offered.

- The collective worship provision takes place every day for every pupil
- The majority of acts of collective worship every term follow the Christian pattern mainly.

That is, it reflects the general traditions of the Christian faith without keeping to the practices of any Christian denomination specifically,

- Collective worship is held between 8.50 and 9.10 in the morning in the hall.
- Monday, Wednesday and Friday whole school
- Tuesday – Yr 10,11, 12 and 13.
- Thursday – Yr 7, 8 and 9.
- Collective worship is provided for some pupils during registration period when the remainder of the school has service or when there are examinations in the hall.

Parents can make a request to excuse their child from collective worship and the school has to agree to such applications. The school prospectus refers to the parents' right to make a request to excuse their child from collective worship and outlines the arrangements for pupils who have been excused.

Teachers have the right not to take part in collective worship.

Provision:

The provision is maintained by the SMT, year heads and some pupils.

Some of the appropriate components of collective worship have been noted as follows, but it is not a comprehensive list:

- Meditation – pupils can be encouraged to listen, watch or meditate at an appropriate impulse, such as a reading or a 'powerpoint' presentation, part of a play, video, song, piece of music, artefact, verse, story, news article, photograph, picture, prayer, question, custom, presentation or talk by a member of staff or guest speaker.
- Prayer – pupils listen or are encouraged to pray quietly individually.
- Reading – some pupils contribute by reading literary work, or a class tutor gives an opportunity for a 'minute to think'.

The service is available for teachers on the school network that matches the week's theme.

Pupils can discuss impulse in collective worship during work with the class tutor.

On the whole Collective Worship makes a significant contribution to the pupils' spiritual, moral, social and cultural development in Ysgol Gyfun Llangefni.

Areas for Development in relation to the quality of Collective Worship

Excellent		Good	V	Adequate		Unsatisfactory	
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Signed (Headteacher) Ann Mackay [Head of Department]

Signed Member of the SMT

Date: : /6/14 [Inspection Date May 19 – 23 , 2014]