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CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

Dr Gwynne Jones
Prif Weithredwr – Chief Executive

CYNGOR SIR YNYS MÔN
ISLE OF ANGLESEY COUNTY COUNCIL
Swyddfeydd y Cyngor - Council Offices
LLANGFNI
Ynys Môn - Anglesey
LL77 7TW

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

RHYBUDD O GYFARFOD	NOTICE OF MEETING
CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDO L (CYSAG)	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)
DYDD MAWRTH, 23 CHWEFROR, 2016 am 2 y prynhawn	TUESDAY, 23 FEBRUARY 2016 at 2.00 pm
YSTAFELL BWYLLGOR 1, SWYDDFEYDD Y CYNGOR, LLANGFNI	COMMITTEE ROOM 1, COUNCIL OFFICES, LLANGFNI
Swyddog Pwyllgor	Ann Holmes 01248 752 518 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 Bresbyteraidd/Presbyterian Church of Wales), Mrs Catherine Jones (Undeb y Bedyddwyr/The Baptist Union of Wales), Yr Athro Euros Wyn Jones (Undeb yr Annibynwyr Cymraeg/Union of Welsh Independents)

Athrawon/Teachers

Mefys Edwards (Ysgol Syr Thomas Jones), Alison Jones (Ysgol Parch.Thomas Ellis), Manon Morris Williams (Ysgol Gynradd Llangaffo), Heledd Hearn (Ysgol Uwchradd Bodedern)

Aelodau Cyfetholedig/Co-Opted Members

Y Parch./Rev. Elwyn Jones (Cyngor yr Ysgolion Sul/Sunday Schools Council)

AGENDA

1 PRESENTATION

To receive a presentation by Ysgol y Borth on the work of the Foundation Phase.

2 DECLARATION OF INTEREST

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

3 MINUTES OF THE 6 OCTOBER, 2015 MEETING (Pages 1 - 10)

To present the minutes of the previous meeting of the SACRE held on 6th October, 2015.

4 MATTERS ARISING - CORRESPONDENCE (Pages 11 - 12)

To present for information, correspondence sent to the Assembly Member for Anglesey regarding Welsh Government proposals for Religious Education.

5 ESTYN INSPECTIONS AUTUMN 2015

To present information regarding Estyn inspections undertaken in relation to Ysgol Llannerchymedd, Ysgol y Borth, Ysgol Rhosneigr, Ysgol Garreglefn and Ysgol Llandegfan. (*Information to be tabled*)

6 SCHOOL SELF-EVALUATIONS - YSGOL PENYSARN (Pages 13 - 38)

To present the RE self-evaluation reports of the following schools -

Ysgol Penysarn
Ysgol Talwrn
Ysgol y Graig
Canolfan Addysg y Bont
Ysgol Amlwch
Ysgol y Ffridd (*Welsh version*)

7 RELIGIOUS EDUCATION RESULTS 2015 (Pages 39 - 42)

GwE Challenge Advisor to report.

8 WALES ASSOCIATION OF SACRES (WASACRE) - MINUTES 25 NOVEMBER MEETING (Pages 43 - 54)

- To present the minutes of the WASACRE meeting held in Ebbw Vale on 25 November, 2015.
- To present the Treasurer's report for 2014/15.
- To present correspondence sent on behalf of the Anglesey SACRE to the Chief Executive of the WJEC in relation to GCSE RE studies (*item 8 on the WASACRE minutes*)

9

NEXT MEETING

Tuesday, 14 June, 2016 at 2:00 p.m.

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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

Minutes of the meeting held on 6 October 2015

PRESENT: Councillor Dylan Rees (Chair)

The Education Authority

Councillor G.O. Jones

The Religious Denominations

Mr Rheinallt Thomas (The Presbyterian Church in Wales) (Vice-Chair)
Mr Christopher Thomas (The Roman Catholic Church)
Mrs Catherine Jones (The Baptist Union of Wales)
Stephen Francis Roe (The Methodist Church)

Teacher Representatives

Mrs Alison Jones (Ysgol Parch. Thomas Ellis)
Mrs Mefys Edwards (Ysgol Syr Thomas Jones)
Mrs Heledd Hearn (Ysgol Bodedern)

IN ATTENDANCE: Mr D. Gareth Jones (Primary Education Officer) (Clerk to the SACRE)
Shirley Cooke (Administrative Assistant/Committee Officer)

APOLOGIES: Councillors Alun Mummery, Alwyn Rowlands, Mrs Manon Morris Williams
(Ysgol Gynradd Llangaffo), Kirsty Williams (Church in Wales).

ALSO PRESENT: Miss Bethan James (GwE Challenge Adviser)

1 DECLARATION OF INTEREST

No declaration of interest was received.

2 MINUTES OF THE 9 JUNE, 2015 MEETING

The minutes of the previous meeting of the SACRE held on 9th June, 2015 were presented and confirmed as correct subject to the inclusion of Stephen Francis Roe in the list of attendees.

3 MATTERS ARISING

4. Collective Worship Visits

The Chair referred to the following action points:-

- **The GwE Challenge Adviser to circulate the pro-forma to record collective worship to the SACRE's members.**

The GwE Challenge Adviser said that whilst not all Members had received a copy of the pro-forma it had been verified and is included as an agenda item.

- **Primary Education Officer to make schools aware via the primary and secondary strategic groups of the purpose of the pro-forma and how it will be used**

The Primary Education Officer reported that the Primary Strategic Group supports the use of the pro-forma. He said that he would follow up on the views of the secondary sector with the Secondary Education Officer.

The GwE Challenge Adviser suggested that the pro-forma be trialled for a period of one year to see if a consensus can be reached and a report issued based on Members' common usage of the form. By the year's end, any weaknesses in the pro-forma will have come to light and the SACRE needs to be open to having to amend the pro-forma accordingly.

It was agreed that the pro-forma for recording collective worship visits be piloted for one year.

Action:

- **The GwE Challenge Adviser to circulate the pro-forma to record collective worship visits to the SACRE's members.**

7. Exemplar Materials to Develop Literacy and Numeracy in KS3 RE

The GwE Challenge Adviser referred to the presentation she gave at the last meeting on materials developed by Mrs Mary Parry, RE Adviser in Carmarthen, and she sought confirmation that all secondary schools on Anglesey had received a copy of the CD module.

Mrs Mefys Edwards said that she had not as yet made use of the CD but that she intended to trial it with Year 8 pupils and to adapt it to their work programme.

The Chair confirmed that the Primary Education Officer had written a letter of thanks to Mrs Mary Parry.

4 ESTYN INSPECTIONS

- The relevant information regarding Estyn inspections undertaken at Ysgol Gymraeg Morswyn and Ysgol Bodffordd was presented for the SACRE's consideration. The information was noted.
- The Section 50 report with regard to Ysgol Llangaffo was presented for the SACRE's consideration.

The Vice-Chair referred to the use of the term corporate worship (cyd-addoli) in the Welsh version of the Section 50 report whereas the English version makes reference to "collective worship" and he sought an explanation for the discrepancy between the two versions. He said that possibly as Ysgol Llangaffo is a Church in Wales school, legally speaking it could be 'corporate worship'. The Vice-Chair highlighted the fact that the use of the correct terminology has been an issue over the years. He proposed that the attention of the Diocese of Bangor be drawn to the inaccuracy and that it be asked to use the correct term for collective worship in Welsh i.e. "addoli ar y cyd" within the report to tally with the use in

the English version of the report of the term “collective worship”. The SACRE agreed, and it acknowledged also that the report was comprehensive and informative in its contents and that it attested to the achievements of Ysgol Llangaffo.

Mr Christopher Thomas referred to the report as saying that “*The school meets the statutory requirement for collective acts of worship*”. Given that the nature of the report speaks of “inspirational” with reference to collective worship it is a shame that it receives such a matter of fact comment as that quoted. He stated that the report reads very well and should be congratulated as a whole.

The Primary Education Officer said that it perhaps reflects the standard inspection terminology used to describe such characteristics.

The Chair agreed that it was a positive report and he suggested and it was agreed by the SACRE that the letter to the Diocese of Bangor also acknowledges the reference within the report to collective worship as being inspirational.

The GwE Challenge Adviser referred to the extracts from Estyn inspection reports which the Primary Education Officer prepares for the SACRE and she said that particular attention is given to references within the reports to both collective worship and Religious Education. She said that she had also asked the Officer to check the reports for the section on local partnerships, and in instances where a reference is made to a chapel or a church, then that should also be highlighted as part of the SACRE’s scrutiny of those reports. That would enable representatives of the Religious Denominations on the SACRE to report back to their group that schools appreciate those links and to be able to work together with local religious communities.

It was agreed to note the Section 50 report on Ysgol Llangaffo.

Action:

The Primary Education Officer to write on behalf of the SACRE to the Diocese of Bangor:

- **To acknowledge the report and the achievement of Ysgol Llangaffo particularly with regard to its collective worship practice which is described as inspirational.**
- **To highlight the inaccuracy in the Welsh version of the inspection report in relation to the use of the term collective worship.**

5 SCHOOL SELF-EVALUATIONS

The Religious Education self-evaluation reports prepared by Ysgol Bryngwran, Ysgol y Fali, Ysgol Rhosybol and Ysgol Llanfechell were presented for the SACRE’s consideration.

The GwE Challenge Advisor referred to the report by Ysgol Rhosybol which was a first draft submitted in error. She had asked the Head Teacher to submit the second draft to the SACRE for its next meeting and consequently she suggested that the present report be disregarded.

The GwE Challenge Adviser advised the SACRE on what it should be alert to in assessing the quality of self-evaluations. She stated that the first section with regard to how good the outcomes are needs to evidence what children can do in Religious Education e.g. references to the majority of pupils being able to compare religious practices outstandingly

well, well, adequately, or unsatisfactorily. She further stated that the SACRE should look at the skills children have; how many children can carry out those skills, and the quality of these skills. It can be a tendency in self-evaluation reports for schools to confuse the provision made i.e. what the teachers prepare and the experiences the children have with the standards evidenced by the children's school books.

The second part of the self-evaluation refers to provision and ideally schools will provide information on the nature of lessons and the kind of work undertaken in Religious Education lessons e.g. what Religious Education stories children study, are guest speakers invited to schools etc. The Adviser said that there is room to further improve self-evaluation reports particularly in order to make the qualitative aspects more robust. She suggested that for the SACRE's Spring meeting, the Primary Education Officer propose that she be available to schools for a period in the morning, in the afternoon and after school so that anyone wishing to do so could seek her advice. She advised the SACRE that in scrutinising the reports it should seek out those terms that provide a qualitative opinion e.g. good, adequate, improving, strong etc.

Mr Christopher Thomas questioned whether there is available an exemplar of the self-evaluation document for all schools.

The GwE Challenge Adviser confirmed that there is but that in adhering too closely to that particular format the self-evaluation reports of some schools can appear very similar, hence her offer of a workshop to address any issues or concerns with regard to preparing RE self-evaluation.

The SACRE sought clarification of the number of schools which had not provided an RE self-evaluation. The Primary Education Officer stated that there were several which had not done so. The Chair suggested that in highlighting that the GwE Challenge Adviser is available to provide advice, attention be drawn to the need for schools to provide the SACRE with their RE self-evaluations to enable it to carry out its monitoring role.

It was agreed to note the RE self-evaluation reports presented.

Action:

The Primary Education Officer in conjunction with the GwE Challenge Adviser to arrange a workshop for schools to address any concerns with regard to RE Self-Evaluation and to highlight the need for schools to provide their self-evaluation reports to the SACRE.

6 MAINTAINING AND RAISING GCSE STANDARDS

Mrs Mefys Edwards gave a presentation and slides showing results achieved in Ysgol Syr Thomas Jones, Amlwch.

She reported on how the RE Department has maintained and raised standards in the classroom, and responded to a self-evaluation report for the previous year. She referred to GCSE examination results for 2014/15, and stated that Year 10 & 11 had done exceptionally well and reached their expected targets:-

- Year 11 - 98% A*- C (over half receiving A - A*)
- Year 10 - 91% A*- C (nearly half receiving A – A*)

Mrs Edwards stated that from analysis of those results, the Department decided by way of an Action Plan to focus on the boys, and tried to challenge them by finding different ways of keeping their interest in the course. The second objective was to maintain and raise standards. She stated that at the beginning of the year with the help of the learning coaches, the children are given a test to find out the ways in which they learn best which in turn provides her with information regarding how the children learn be that visually, orally or kinaesthetically i.e. by doing things. The Department sought to improve lessons by way of activities that would engage the boys' interest, and to track the boys more consistently. It was also decided to try to improve communication with the learning coaches and with parents e.g. by text reminders of upcoming tests, and by recognising good results.

Mrs Edwards reported on identifying how pupils learn and referred to an analysis of learning styles in her class in Year 11 as follows:-

There are 5 who learn visually;
There are 2 who learn orally;
There are 12 who learn kinaesthetically.

Mrs Edwards stated that she was interested in trialling activities for pupils who learn kinaesthetically and she proceeded to elaborate on some of the teaching methods deployed in the classroom to engage those learners who learn more by doing rather than by listening e.g. by the use of contemporary film and TV clips to encourage pupils to provide a response and to articulate their views orally and in writing; making use of news and events within the community ; assessing for learning whereby pupils are responsible for assessing their own work and other pupils' work and challenge themselves and each other etc. She referred to the traffic light system for tracking pupils' progress and the input made by teachers and learning coaches as regards those pupils who need further support.

Mrs Edwards said that she was very happy with the RE scores achieved at Ysgol Syr Thomas Jones in the summer examinations and that both Years 10 and 11 had attained their targets. She confirmed that the boys' standards were also good. She also confirmed that traditional teaching methods are deployed alongside more innovative practices.

The SACRE thanked Mrs Mefys Edwards for her informative presentation and noted with interest the creative teaching and learning practices being used by the school to improve standards in RE.

7 Anglesey SACRE's Annual Report for 2014/15

The draft of the Annual Report of the Isle of Anglesey's SACRE for 2014/15 was presented for the SACRE's consideration and endorsement.

The GwE Challenge Adviser reported on the following aspects -

- The report seeks to provide the context for how the SACRE in Anglesey scrutinises standards in RE e.g. Page 4 of the Report - 8 schools' self- evaluation reports have been discussed between 2014/2015. The minutes of the SACRE's meetings show that more than 8 self-evaluation reports have been discussed, but some of these refer to schools that have been inspected in previous years. The 8 Reports presented have been for this academic year and the others have been covered in the previous year's Annual Report.
- The Education Authority on Anglesey has been supportive with regard to self-evaluation and has asked schools to undertake RE self-evaluation within the year but notwithstanding only 15 % of schools have responded.

There ensued a discussion whether the Annual Report should reflect the response rate. The general view was that even though it is disappointing it should be included whilst at the same time highlighting within the report that the system has changed this year.

The Primary Education Officer said that he would write to schools who have not responded at all to convey to them the SACRE's disappointment that their self-evaluation reports have not been submitted hitherto and that it is looking forward to receiving them at the earliest opportunity. Moreover, the Education Authority does encourage schools to be "inspection ready" meaning therefore that whatever schools have prepared in terms of self-evaluation should already be at hand.

In response to a question about the Anglesey SACRE's comparative performance in this respect, the GwE Challenge Adviser confirmed that the information shows that Gwynedd and Anglesey SACREs are performing exceptionally well at collecting self-evaluation reports compared to other authorities. The SACRE also raised the point that being an RE specialist has a bearing on what teachers are able to do in the subject and particular reference was made to the primary sector where it was noted that more might be done in terms of addressing initial teacher training for a statutory subject to provide teachers with the body of general knowledge they require to address the subject area.

- In terms of outcomes the GwE Challenge Adviser reminded the SACRE that it had agreed that schools could be named and that she had therefore selected extracts from schools' self-evaluation reports to evidence the kind of activities they are undertaking.
- Provision – the SACRE is able to identify good provision within both the primary and secondary sectors whilst also noting aspects that will receive attention during the forthcoming year. The SACRE also needs to consider in turn what support it as a body is providing to schools to achieve the priorities they have identified.
- The report refers to collective worship sessions in schools which some of the SACRE's members have attended and observed.
- The report reflects the recommendations made by the SACRE to the LEA with regard to maintaining and improving RE standards (Page 8). The GwE Challenge Adviser asked the SACRE whether it was satisfied with those recommendations.

There ensued a discussion regarding what kind of support would assist teachers and schools. It was noted that schools are now more isolated in terms of support and mention was made of the demise of the consortium meetings and the shortage of opportunities for teachers of the same discipline to meet and share experiences and develop ideas. Various suggestions were made e.g. to be able to observe each other's lessons. The GwE Challenge Adviser suggested that Head Teachers could be asked to facilitate opportunities for departments to work together particularly in preparing new GCSE and A Level specifications.

- The Education Authority's response. (Section 2.4) The GwE Challenge Adviser said that the SACRE needs to evaluate its own effectiveness as a body in terms of the guidance and leadership it provides.
- Collective Worship (Section 2.7). The GwE Challenge Adviser suggested that comments in relation to collective worship be confined to this section and removed from section 2.3.1 which deals with schools' self-evaluation. The SACRE concurred and endorsed also the recommendations within this section with the proviso that the final bullet point refer to the trialling of the collective worship form.

It was agreed to adopt the draft Annual Report for 2014/15 subject to any minor amendments that may arise as well as the amendments agreed during the discussion thereon.

Action

- **The Primary Education Officer to write to those schools who have not responded at all with regard to self-evaluations, to convey to them the SACRE's disappointment that their self-evaluation reports have not been submitted hitherto and that it is looking forward to receiving them at the earliest opportunity.**

8 The SACRE's Action Plan

The Action Plan of the SACRE was presented for consideration and comment with particular reference to the SACRE's achievement against the priorities and outcomes within the Action Plan. The SACRE evaluated its performance as follows:

- **Develop good leadership in RE and collective worship**
Outcome 1 – Unsatisfactory progress made
Outcome 2 – Good progress made
Outcome 3 – Satisfactory progress made
- **Close the gap between standards attained by boys and girls at GCSE**
Outcome 1 – Good progress made
Outcome 2 – Good progress made
- **Update teachers' knowledge e.g. Welsh Government guidance documents and Estyn thematic report**
Outcome 1- Unsatisfactory progress made
- **Promote good quality collective worship**
Outcome 1 – Good progress made
Outcome 2 – Good progress made
Outcome 3 – Good progress made

The GWE Challenge Adviser said that with the SACRE's agreement she would include a comment in the Annual Report to reflect the progress made. The SACRE agreed.

NO FURTHER ACTION ARISING

9 Welsh Government Plans within Religious Education

The SACRE was provided with background information in relation to the response to the announcement made by the Welsh Government's Minister for Education regarding proposals to re-designate RE as Religion, Philosophy and Ethics.

The Primary Education Officer drew the SACRE's attention to an e-mail he had received that morning from the Secretary of the WASACRE with a copy of correspondence she had

received from the Welsh Government's Minister for Education in which he clarifies the position as regards proposed changes to Religious Education.

The Vice-Chair said that the WASACRE's Executive had met the previous week and determined that the correspondence above should be circulated to SACRE bodies. He referred to the context and background to the Minister's original announcement which was made in July, and the response it evoked. He said that if the intention is to re-designate RE then it is understood it would have to be done via primary legislation to amend the Education Act and that it would also have implications for SACRE bodies. The Vice-Chair said that it was difficult to square the announcement with the Minister's acceptance of the Donaldson Review which is supportive of RE. He said that he thought it important that SACRE bodies remain alert to potential developments and ensure they are in a position to be able to respond to them.

The Chair said that he was satisfied that the matter may be left to the WASACRE at this point in time and that the SACRE in Anglesey is supportive of the efforts of the WASACRE in this respect. The SACRE endorsed this viewpoint.

The GwE Challenge Adviser said that it is likely that the WASACRE will be regarded as a high level stakeholder in discussions on the development of the Donaldson Review and that the value of the association is recognised particularly as regards engagement with the range of faith communities through the contact it provides with other SACRE bodies.

It was suggested and agreed that Anglesey's AM be made aware of the Anglesey's standpoint on this matter.

It was agreed to note the information and the situation at present.

Action:

The Primary Education Officer to write to the Assembly Member for Anglesey to inform him of the Anglesey's SACRE's standpoint on this matter.

10 Wales Association of SACREs (WASACRE)

The minutes of the meeting of the WASACRE held on 25th June, 2015 in Flintshire were circulated at the meeting and it was noted that the Welsh version would be available soon.

The Vice-Chair reported that two meetings were held on the day - the General meeting and the Annual meeting. He referred to the two presentations made in the General meeting – the one by the WASACRE's Secretary on the provision for INSET training for collective worship in Wrexham and the other by Phil Lord regarding a working in partnership project.

With regard to the Annual Meeting, the Vice-Chair referred to the following points:

- Gavin Craigen was elevated to the Chair but has since resigned from that position and the newly elected Vice Chair - Phil Lord - is expected to be confirmed as Chair at the next meeting.
- Two new members have been appointed to the Executive, namely Councillor Ernie Goulsworthy from Merthyr and Ruth Davies from Gwynedd.
- Consideration was given to the report of the Treasurer with the recommendation (which was accepted) that the annual subscription fee for membership of the WASACRE for 2015/16 be increased by 2.5% to £433.

It was agreed that SACRE recommends to the LEA that it pays the annual subscription fee of £433 to the WASACRE for 2015/16.

11 Religious Education Results 2015

It was agreed to defer consideration of this matter until the next meeting.

12 Next Meeting

It was noted that the next meeting of the SACRE has been scheduled for 2.00 pm on the 16th February, 2016. **The Chair proposed and it was agreed that the meeting be deferred for a week to the 23rd February, 2016 in order to avoid conflict with the Half Term holidays.**

**Councillor Dylan Rees
Chair**

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TRANSLATION

Dear Mr Rhun ap Iorwerth,

I write to you in my capacity as the Chair of the Isle of Anglesey Standing Advisory Council on Religious Education. It is the Council's role to ensure the highest standards in Religious Education and collective worship within the Authority's schools, and as you know I'm sure, the Minister for Education and Skills launched a plan on 22 October for implementing the recommendations of the Successful Future document by Professor Graham Donaldson by 2021.

In this context, there was much discussion over the summer on the future of Religious Education within the new curriculum following the Minister's comments. The impression was given that Religious Education as an individual subject would be merged within the new syllabus of Religion, Philosophy and Ethics. Many were concerned as a result – concerns which have been alleviated following the Minister's correspondence with WASACRE on 7 September. The Minister says that Religious Education will not be deleted from the curriculum in Wales.

The matter was discussed in detail at our meeting on 6 October and the purpose of my letter is to make you fully aware of the SACRE's view on this, namely that the subject must be retained as a standalone subject within the developments on the curriculum and as a statutory requirement on schools. Please could you bear this in mind in any discussions on the new curriculum at the Senate during the next few years. The loss of focus on Religious Education as a specific study area would be a disservice to our children and young people's education. You are most welcome to contact me for a further discussion on this matter.

Yours sincerely,

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Rationale

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

Anglesey SACRE believes that this advice should be based on current information and hopes that the following guidelines will enable head teachers 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 head teachers 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 head teacher 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 of 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: Penysarn

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.

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

Standards in Religious Education – progress in learning

- **Nearly every pupil** in the Foundation Phase can recall stories and tales **well**.
- **Many** of the most able pupils in YR2 can discuss and question **successfully**. Most YR2 pupils can discuss Religious Education vocabulary and artefacts **well**, and some **very well**.
- **Most** of the pupils in KS2 can name and describe the characteristics of some beliefs **well**.
- YR 3 and 4 pupils can discuss Islam and Christianity **well** and YR 5 and 6 pupils can inquire and answer questions about Judaism **well**.
- Almost without exception, the children are friendly with each other in formal and informal situations.
- They get along **very well** with the teachers and other members of staff.
- The pupils are aware of the situation of people who are less fortunate than themselves both locally and globally and take pride in their efforts to raise money for good causes.
- The junior class is aware of the work of charities through their Religious Education lessons.

Matters for attention

FP

To develop the skill of thinking creatively in forming important religious and human questions.

To build on their understanding of the relationship between feelings, beliefs and deeds.

KS2

To make more effective use of the range of sources to present and support arguments and opinions.

Excellent		Good	X	Adequate		Unsatisfactory	
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Key Question 2 : How good is the 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

Nearly every teacher throughout the school recognises the relevant skills for religious education **well**.

The planning is **sound** with good evidence of differentiating for the different abilities of pupils.

It shows that YR2 FP teacher assessment places the school in the highest quartile in respect of Knowledge and Understanding of the World and Personal and Social Development in respect of C5 and C6.

Attention needs to be given to timetabling to ensure that proper time is given weekly to religious education.

Nearly every teacher in KS2 follows a business plan appropriately. Many of the outcomes are good except the contents of the business plan and a tendency to restrict the learning.

Matters for attention

Ensure that the work plan is refined in order so that enough time is allocated to Religious Education.

Excellent		Good	x	Adequate		Unsatisfactory	
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Collective Worship

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

Does collective worship meet with statutory requirements	Yes x	No
<p>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)</p>		
<p>Good characteristics in relation to the quality of Collective Worship</p> <p>A Policy for Spiritual, Moral, Social and Cultural Development is operational and is having a good effect across the school</p> <p>Moral and Spiritual Development:- Good opportunities for spiritual development through Religious Education services and timetabling.</p>		
<p>Areas for Development in relation to the quality of Collective Worship</p> <p>Children being able to discuss beliefs and a minority able to refer to the moral lesson during service.</p>		
Excellent		Good
x	Adequate	
Unsatisfactory		

Signature: Gareth Owen (Head)

Date: 1-11-15

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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.

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

Standards in Religious Education – progress in learning

FP

The listening skills of nearly every one of the pupils have developed well and the discussions enable the majority of pupils to increase their religious vocabulary. By the top of the FP, many of the pupils can offer simple reasons for events based on religious experiences, and start to develop reasoning abilities.

The majority of the pupils can discuss with unfamiliar visitors and a minority can support their opinions with simple viewpoints. Nearly every one of the pupils respect the opinion of others and a minority is able recall other viewpoints regarding religious aspects.

Through visits to local places of worship, nearly every one of the pupils is familiar with the atmosphere and nature of the religious buildings, and by the top of the FP, the majority can show elementary knowledge of religious symbols.

Oral work in relation to religious aspects has had a positive effect on the development of the pupils' speech although the pupils' ability to express themselves in writing needs to be further developed.

KS2

At the bottom of KS2, the ability to discuss and to recall is developing increasingly with many of the pupils. Nearly every one of the pupils contributes well to discussions and the minority expresses an opinion regarding religious questions meaningfully. The majority can discuss the lives of religious leaders and can compare the contributions of key individuals e.g. Mother Teresa, Grace Darling and Dr Barnardo.

By the top of KS2, the majority of pupils are aware of other creeds and can make effective comparisons between Judaism and Christianity. The inclusion of further creeds e.g. Hinduism, Sikhism would have a positive effect on the pupils' abilities to compare beliefs whilst at the same time, enhancing their awareness of religious teachings and practices world wide.

At the bottom of KS2, nearly every one of the pupils expresses their feelings sensitively, they listen to other feelings and desires and are ready work with others to help their fellow pupils. This is good practice within the school, but ensuring continuity and continuation of skills across the classes would have a positive effect on the general ethos of the school e.g. enhance the grasp and understanding of pupils of religious symbols, and build on pupils' ability to express and support their religious opinion. The majority of the pupils can describe how other people's views can affect their lives. The religious vocabulary is increasingly developing across the school with many pupils using the correct terms to support their opinions.

At the bottom of KS2, the majority of pupils can speak and express opinions about their own experiences clearly and can consider "Who are We?" and are starting to become aware of their part within society. Many are aware of the questions that can arise from those experiences and can hold a simple discussion with adults and contemporaries. The pupils' ability to discuss would further improve with more experiences of discussing the big questions, and more visitors to the school would have a positive effect on improving the ability to discuss within religious contexts.

By the end of KS2, the minority of pupils gain an increasing understanding of abstract elements, and appreciate that some of life's big questions are momentous and open the door to several answers and at times, they create a situation where there is no concrete answer.

The evidence in pupils' books and findings from monitoring the learning and teaching show that standards are good across the school.

Matters for attention

- Improve pupils' ability to express themselves in writing and continue to promote literacy (extended writing) across the school.
- The inclusion of more creeds e.g. Sikhism and Hinduism would have a positive effect on pupils' abilities to compare creeds whilst at the same time, enhancing their awareness of religious teachings and practices worldwide.
- The pupils' ability to discuss would further improve with more experiences of discussing the big questions, and more visitors to the school would have a positive effect on improving the ability to discuss within religious contexts.

Excellent		Good	√	Adequate		Unsatisfactory	
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Key Question 2 : How good is the 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).

Cyfeiriadau: ESTYN Inspection Framework 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education

The teaching: planning and range of strategies**FP**

The FP teacher is familiar with the requirements of the National Exemplar Framework for delivering Religious Education effectively. The structure of planning in the FP allows for the effective integration of elements of RE, including Knowledge and Understanding of the World, and Personal and Social Development. As part of the provision for learning experiences nearly every one of the lessons offers opportunities to listen and discuss. The teacher's plans ensures continuity in abilities and give opportunities for the pupils to express an opinion simply. Aspects of Religious Education are clear in the cross curricular planning and link effectively with aspects of Personal and Social Education. The FP plans incorporate effectively "People, Beliefs and Questions," and this has had a positive effect on developing the pupil's awareness within the community. These aspects would further develop by inviting more members of the community to discussions with pupils, this is an aspect that would have a positive influence on the whole school plans. There is an effective SMT within the school which plans carefully for continuity and continuation from one department to the next.

Through the FP there is focus on preparing activities to develop the pupils' ability to reason and understand in relation to the world around them. There is particular emphasis on creating a store of resources which promotes this area including story books, reference books, relevant artefacts and effective use of ICT.

The provision for the FP in respect of religious education aspects is good.

KS2

A specific period is allocated to Religious Education every week (approximately 10 – 12 lessons each term) the school uses resources and artefacts to present specific aspects of other creeds, and it is intended soon to build on the good practice by ordering more resources relating to other creeds e.g. Hinduism, Sikhism. This will have a positive effect on the general provision and will enrich the pupils' experiences with direct experience of touching resources. The SMT ensures continuity and continuation in the learning experiences and provides a wide range of experiences to develop the ability to question, the concept of belonging and life's big questions. The planning is always differential and ensures that nearly all the pupils develop at their own levels. Assessing for learning is an essential part of planning and every effort is made to develop aspects of Religious Education as part of the school's literacy strategy with a specific view to improving the pupils' ability to express themselves in writing and to promote extended writing across the school in a religious context e.g. to write a soliloquy when studying the life of Anne Frank. The teachers' plans allow for external visits to enrich the

learning experiences e.g. local places of worship , Synagogue in Childwall, Liverpool and this has had a positive effect on the pupils ability to make comparisons and raise relevant questions.

Matters for attention

- ‘People, Beliefs and Questions’ – these aspects could be further developed by inviting more members of the community to discussions with pupils, this is an aspect which would have a positive influence on the whole school plans.
- There is a specific view to further developing the ability of the pupils to express themselves in writing and to promote extended writing across the school in a religious context.

Excellent		Good	√	Adequate		Unsatisfactory	
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Collective Worship

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

Does collective worship meet with 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

A collective service occurs 4 days a week, and on the fifth day, there is a service within the classroom. Although parents have the right to excuse their children from the worship, because of their religious background, all the pupils at present participate in every one of the services. Specific emphasis is placed on creating an appropriate atmosphere in every one of the “Worship” periods and there is an opportunity to discuss moral and spiritual aspects and belief within a devout atmosphere. This is promoted by the inclusion of various music which adds to the feeling of a sacred period.

Nearly every pupil is given the opportunity to reflect, to consider moral aspects and to contribute spiritually to a religious stimulus e.g. to respond to a talk by an individual be that a member of staff, visitor, or of course, the pupils themselves. The SMT is looking at the possibilities of building on the good practice above by giving pupils more opportunities to prepare independently moral aspects for Collective Worship. This would have a positive effect on the pupils’ moral and religious development. Advantage is taken of the opportunities to develop aspects of PSE, Worldwide Citizenship and the Welsh Curriculum as part of the Collective Worship.

On the whole, the provision is consistently good, and specific attention is given to further developing the positive aspects by fostering the pupils’ independence within the services.

Matters for attention in relation to the quality of Collective Worship

- The SMT is looking at the possibilities of building on the good practice above by giving pupils more opportunities to prepare independently moral aspects for Collective Worship. This would have a positive effect on the pupils’ moral and religious development.

Excellent		Good	√	Adequate		Unsatisfactory	
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Signature: Catrin Lloyd Roberts (Head)

Date: 23/2/15

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Name of School: Ysgol y Graig, Llangefni

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 head teachers 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 head teachers 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 head teacher 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 of 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 Y GRAIG, LLANGFN

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.

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

Standards in Religious Education – progress in learning

THE FOUNDATION PHASE

Nearly every one of the pupils can express an opinion and speak about their personal feelings and experiences by the end of the Foundation Phase and the majority describe and offer simple comments on the viewpoints of others.

They can recall well and are starting to ask questions by the end of the Foundation Phase.

The pupils are encouraged to use simple religious vocabulary across the Foundation Phase and a few pupils come to understand that there is a wider meaning to religious symbols.

KEY STAGE 2

At the bottom of KS2 the majority of the pupils can recall, respond, and express simple knowledge of some of the world’s religions studied - Yr.3- Hinduism a Yr. 4 –Judaism. A few of the pupils can note what is common and what is different in religions.

Yr. 5 will study the religion of Islam and Yr.6 will study Sikhism, and a few can describe the teachings and practices of these religions. Some can make comparisons between creeds, teachings and religious practices and describe the effects on the lives of believers and note the difference and similarity between the religions .

At the bottom of KS2 the majority of the pupils can express an opinion and describe their feelings simply on the views of other people whilst beginning to use correct religious terminology. The majority recognise there is meaning to religious symbols.

At the top of KS2 a few of the pupils can explain their feelings and express their own opinions on how other people’s views effect their lives. They use religious terminology appropriately .

At the bottom of KS2 the majority can ask questions and talk of their own experiences, and a few question the world around them and discuss questions arising from their own experiences and offer their own opinion. They are starting to realise that religion can have a negative effect on today’s world.

At the top of KS2 many of the pupils can discuss their feelings about life, the world and the effect of religion on the world. A minority can express and support their observations regarding basic religious questions and can state that religion is complicated and that there is no answer to many of the questions.

Scrutiny of pupils’ books shows that standards are good across the school.

Matters for attention

FOUNDATION PHASE

Continue to provide good opportunities to develop vocabulary and to enable the pupils to express an opinion by the end of the Foundation Phase.

Offer experiences to develop an understanding of religion on the lives of believers by the end of the Foundation Phase.

KEY STAGE 2

Ensure that every pupil has an opportunity to discuss basic questions and learn about different creeds.

Give challenging tasks to MAT pupils.

Excellent

Good

√

Adequate

Unsatisfactory

Key Question 2: How good is the 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 the range of strategies

THE FOUNDATION PHASE

- Foundation Phase plans ensure that the pupils receive specific time for the subject and there is continuity from one class to the next by collective discussion and planning.
- A wide range of experiences and visits is offered to the pupils and these are remembered by them.
- There are many suitable resources for the subject in the Foundation Phase and these are artefacts, books, ICT resources and visitors which enrich the provision in the Foundation Phase.

KEY STAGE 2

- It is ensured that every class receives an hour a week in the subject. This happens in rotational sessions making use of staff expertise.
- Every year in KS2 studies a different religion. Yr.3- Hinduism.Yr.4 –Judaism. Yr.5 –Islam and Yr.6 - Sikhism. There is an opportunity to discuss important holidays, dress, places of worship, practices, beliefs, key people and then compare them to our way of life, and the effect these creeds have on our world. This provides an excellent opportunity to discuss the big questions.
Good use is made of ICT resources to enrich and develop pupils' understanding.
- The plans ensure continuity and development and develop the pupils' questioning skills.
- Pupils are encouraged to reach high standards in their work by establishing achievement criteria following discussion with the pupils about what they want to know about the religions studied.
- The quality of teaching is good in KS2

Matters for attention

THE FOUNDATION PHASE

To continue to offer a wide range of opportunities and experiences to the pupils.
To carry on with collective discussion and planning.
To share good practice.
To encourage the pupils' thinking skills.

KEY STAGE 2

To continue to co-operate by using achievement criteria.
To allocate an hour a week to the subject.

Excellent		Good	√	Adequate		Unsatisfactory	
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Collective Worship

How good is the provision for collective worship ?

Does the collective worship meet 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

Collective worship (whole school) is held once a week where there is an opportunity to sing and pray together, worship and award pupils by following the SEAL scheme. During the week KS2 departments meet once a week and classes hold classroom services three times.

In the Foundation Phase the department meets twice a week and holds a classroom service twice a week. The pupils discuss the word of the week (SEAL) and they think about different ways of fulfilling the requirements of the word. Pupils are encouraged to look at spiritual/moral and social aspects in order to promote a safe and happy ethos in the school.

A teacher is responsible for conducting the departmental and class service.

All the staff are present in the whole school service.

There are opportunities to develop PSE, worldwide citizenship and the Welsh Curriculum as part of the worship. Children enjoy the services.

Matters for attention in relation to the quality of Collective Worship

To strengthen the idea that services are an important and devotional aspect for everyone.

To carry on with the practice of including everyone in the service.

Teachers to take turns in conducting the departmental services.

Excellent		Good	√	Adequate		Unsatisfactory	
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Signature: (Head)

Date:

Canolfan Addysg Y Bont

Self-Evaluation: Religious Education

Date: Autumn Term 2015

- The school meets with statutory requirements and provides Religious Education and Sex and Relationships Education in line with the school's policy.
- The pupils have access to a wide and compact curriculum which is relevant to the individual and which gives attention to developing basic and key skills and promotes personal development including their moral, spiritual, social and cultural development.
- ASDAN/Agored Wales (incorporating Religious Education) show that the pupils make good progress over a wide range of characteristics and this is supported by observing the pupils in a range of practical situations, and in significant progress in the range of accreditations 2012-15.
- Through the Personal and Social Education agenda the school ensures a range of workshops and projects jointly with various external bodies which encourages religious awareness and healthy living. The pupils respond well to the emphasis on interactive, challenging and multi-skilled methods of presenting in these initiatives and they inspire further work in subjects such as Religious Education, Art, Music and Physical Education.
- Pupils play a leading part in their own and the wider community. The school's pupils have a high, visible and regular profile in the town as they learn to strengthen a range of skills which promote communication, awareness and independence.
- Recently there have been a substantial number of successful initiatives in relation to fundraising for the new Centre; these have included the community and wider community be that public, religious, charitable or business organisations and/or local industry. The success of these initiatives suggests that the community has a good and positive impression of the work and aims of CAYB.
- Pupils have a good understanding of matters of sustainability and citizenship. They have won awards and recognition, including Fair Trade status in 2014.
- Pupils' learning experiences are enriched through a wide range of projects /initiatives /additional activities e.g. 'Llais Ni' (Anglesey's Youth Forum), 'Open the Book', 'Dragon Games', 'Riding for the Disabled', 'Forest School' and others. As a result of these examples the provision offers enjoyment and variety and develops essential skills, specifically working as part of a team, respect and interaction with contemporaries and adults/ public who are not familiar, and more importantly, it develops confidence and overcomes prejudice. They also give rise to more permanent projects/activities which enrich the curriculum.
- The school's ethos promotes opportunities for every pupil to succeed without exception. This ethos extends to parents/guardians so that they too can express any fears/concerns without fear of persecution. Consequently , tolerance for rights including faith and religion is a strong element at Canolfan Addysg y Bont.
- Various services and presentations encourage pupils to come to fair and tolerant decisions when they consider the variety of the society of which we are all part.

A.Huws (Head) Autumn 2015

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Ysgol Gynradd Amlwch RE Self-Evaluation

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

This self-evaluation is based on scrutiny of books, discussions with teachers and pupils.

The Foundation Phase

Pupils are confident when discussing their feelings and can reason how other actions can have an effect on individuals' feelings.

The majority can understand what the main messages in religious stories are. A few can explain the effect of the messages/lessons on individuals.

About half the pupils can recognise obvious religious symbols.

By the end of the key stage many can identify other religions successfully.

By the end of the key stage and by role playing, they can imitate the offices of religious people confidently.

In dealing with religious festivals nearly all can identify and join in with the celebrations.

Key Stage 2

Most of the children can recall religious stories and the majority can express an opinion on the messages in the stories through various activities.

The majority of pupils can describe and start to explain creeds and other religious practices.

In using religious terms many of them are successful in conversing in the context. They can compare religious characteristics.

Children across the key stage are confident in examining religious sources and many can consider the matters that arise; only a few children can support arguments and opinions.

By the end of the key stage most can note the characteristics that are similar or different within religions.

With encouragement the pupils can use religious language appropriately.

Nearly everyone can ask questions about their own experiences and the world around them and can discuss questions arising from their experiences. A few pupils at the top of the key stage can ask complex and profound questions.

In a discussion to ascertain the opinion of children about religious education lessons most enjoyed the lessons and the creative sessions with the sessions by the Bible Explorers excelling.

The standards seen by scrutinising the children's work indicate that the standard is good across the school.

Matters requiring attention:

Foundation Phase:

To create exhibitions of a religious nature on the walls of the department.

To order further suitable religious books

KS2:

- To invite visitors including local clergy and other religious leaders, contributing appropriately, since this has not happened for two years.
- To explain and justify ideas more thoroughly during circle time and to give more opportunities to them to express an opinion on how what they are learning is affecting them.

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

Foundation Phase

The teachers use the Foundation Phase Framework to plan activities under the headings of People, Beliefs and Questions and look at skills that become evident under the headings Knowledge and Understanding of the World and Personal and Social Development and Cultural Diversity.

Teachers plan carefully and there is clear development from one class to the next. Plans give consideration to cross curricular activities which make use of different areas within the foundation phase e.g. the Story of the Birth, Noah's Ark. Children will have the opportunity to extend their moral and spiritual development by responding to ideas and questions and by discussion in weekly circle time.

Good use is made of stories, books and ICT equipment.

KS2

The teachers' background knowledge is good.

Religious Education is taught weekly within the classes.

The work plans respond to the requirements of the syllabus and the religious education curriculum.

Religious Education has been mapped in a two year cycle for each class and shows continuity and development from one class to the next giving consideration to the literacy and numeracy framework and the skills framework.

Each unit of work starts with a big question to examine in order to develop the pupils' questioning skills.

Pupils are given the opportunity to work in cross-curricular way with religious education having a clear place within drama lessons, arts and language within the department.

The children visit places of worship in order to enrich the work within the classroom.

The department has a wealth of reference books, artefacts, lesson books and ICT resources and good use is made of them within the classroom.

The quality of the teaching and the provision is good.

Matter for attention

Foundation Phase:

- To continue to offer a wide range of varying and interesting experiences to the children.
- To continue to ensure that work plans challenge knowledge and provide an opportunity to explain.

KS2:

- To continue to ensure that Religious Education is taught in accordance with the class timetable.
- Opportunities to develop the thinking side of effect and consequences within work plans.

How good is the provision for collective worship?

Does collective worship meet statutory requirements? Yes.

Collective worship is an important part of the school day, is child centred, recognises the differing nature of children and promotes a feeling of community within the school.

Our inclusive collective worship:

- Is child-centred
- Recognises the differing nature of the pupil
- Gives the pupil the chance to be active (either directly through singing a hymn, through collective prayer, or by offering a comment, or indirectly through reflecting on their experiences)
- Promotes the feeling of community within the school

Our spiritual collective worship:

- Provides an opportunity to be still and to reflect in an atmosphere of silence and peace
- Occurs in a special atmosphere which might include an attractive location, background music or visible symbol to focus the mind
- Encourages pupils to behave appropriately in arriving and leaving the worship and to feel comfortable and at home
- Encourages pupils to be aware of the spiritual dimension through words, music and images
- Provides an opportunity for the pupils to take part in a variety of spiritual experiences such as singing, dancing, drama, sharing food and drink, praying, silence and reflection
- Provides an opportunity for pupils to reflect individually
- Is a period that is separate from the day's announcements

Our educational collective worship:

- Has been prepared, planned, presented and evaluated in order to ensure relevant and standard experiences
- Is relevant to curricular work
- Provides an opportunity to reflect for its own educational purpose and to celebrate a variety of educational achievement (not only academic or from the sports field)
- Is a means of promoting the school's aims

GOOD PRACTICE CHARACTERISTICS IN COLLECTIVE WORSHIP FROM THE INSPECTION FRAMEWORK

- Provides sufficient time to create an atmosphere of respect towards fellow pupils, adults and property.
- Provides opportunities for pupils to participate and respond, either by taking an active part in the presentation of the worship or by listening, observing and joining in, in the worship offered.
- Ensures that collective worship develops a social spirit, promotes a common ethos and values and strengthens positive attitudes
- Plans collective worship carefully usually over a number of weeks or a term in order to develop themes and ideas. Shows a variety of plans and balanced worship as a record of the work done.
- Makes effective use of appropriate stimuli including drama, music, literature, artefacts and pictures to capture and hold pupils' interest and participation
- Ensures opportunities to pray and reflect quietly

Collective Worship Policy - Ysgol Gynradd Amlwch

Ysgol Gynradd Amlwch meets the statutory requirements of the Education Acts of 1988 and 1993 by ensuring daily opportunities for pupils to worship collectively.

The aims of collective worship

- To offer an opportunity for children to worship
- To encourage pupils to take part and respond to worship
- To promote the spiritual development of every pupil in a careful and sensitive way
- To develop a community spirit and promote a common ethos, values and collective concern
- To develop the feeling of values within the school, the local community and the world at large
- To seek to evoke a personal response to essential questions and through that to deepen their spiritual awareness
- To provide an opportunity for pupils to examine their own religious viewpoints in relation to those of others by offering them new experiences
- To enrich the pupils' experiences and encourage them to be tolerant of religious views, beliefs and practices.

Relationship of the curriculum to Collective Worship

The relationship between collective worship and the curriculum is promoted. Effective use is made of music, drama, literature and art to create a worshipful and spiritual feeling. Pupils are encouraged to take part by preparing and/or presenting worship or by responding personally to the worship.

Responsibility

The Head Teacher and governors are responsible for ensuring provision within the school. Opportunities are ensured for religious leaders locally and beyond to join in with the worship occasionally.

Planning and Presentation

Collective worship is planned by the school's Religious Education Co-ordinator in conjunction with the school's teachers and music provider. The SMT and the co-ordinator lead the collective worship with the Head Teacher. The Head of the Foundation Phase is responsible for the provision in the infants department. Attention is paid to holidays and religious events, special occasions in the school calendar as well as important national and worldwide events.

Worship

A whole school worship happens on a Friday which is held by different classes and then on other days there is separate Infants and Junior worship under the guidance and care of the Head Teacher, Deputy, the Head of Infants and the remainder of the teachers.

The children listen to music as they enter and depart the hall. A variety of music is presented during the school year to widen the children's experiences (Appendix 5).

Particular days are set aside for Thanksgiving and St.David's Day; the whole school is part of this.

Every teacher is expected to attend the children's service on Friday mornings; on the other days teachers are released from class to fulfil their curricular responsibility - Role of the Curriculum Co-ordinator (Appendix 12)

KS2 Worship Arrangements

Monday	-	Famous People / Charitable Organisations Infants-circle time, moral (class)
Tuesday	-	Hymn singing /service Infants-KS1 service
Wednesday	-	Moral (classroom services) Infants- classroom services
Thursday	-	Moral/ Bible Stories. Infants- hymn singing/service
Friday	-	Children's Service - Whole School

There are several aspects to our worship:

Reflection - the children are encouraged to listen or to reflect on an appropriate stimulus such as a Bible reading or a piece of poetry, picture, story, question, news article, video or prayer.

Prayer - the children are encouraged to pray loudly together or individually quietly.

Singing - the children are encouraged to join in the praise by singing a variety of songs appropriate to the worship.

Reading / Story - the children are given an opportunity to read parts of the Bible or literature or to present a dramatic work or story.

KS Programme of Services

Term 1

1. Famous People / Charitable Organisations.

William Morgan, Mari Jones, Griffith Jones, Florence Nightingale, William Booth, Ann Frank, 'Poppy Day', Lloyd George, 'John Lennon,

2. Bible Stories - Samuel, David and Goliath.

- a) Children of the Old Testament - Moses in the sedge, the baby Isaac, Ruth, Joseph and the multi-coloured coat, the baby John,
- b) God sending a message - Moses and the burning bush, Samuel, Call to anoint David, the calling of Isaiah. Angels telling Mary of the birth.

3. Moral - according to the teacher's discretion.

Term 2

1. Famous People/Charitable Organisations
Michael D Jones, 'Seiriol and Cybi, St Dwynwen, ,Martin Luther King, Dr Barnado,
Leonardo da Vinci, Louis Braille, Helen Keller, Alexander Graham Bell
2. Bible Stories
 - a) Flight from Egypt, Going to the temple.
 - b) The paralysed man, Raising Lazarus, turning water into wine, feeding the five thousand, calming the storm
 - c) Easter - the first Easter in Egypt. Zacchaeus. Visit to Bethania. March to Jerusalem the Last Supper, Garden of Gethsemane, Peter's Denial, in front of Pilot, the Resurrection.
3. Moral - according to the teacher's discretion.

Term 3

1. Famous People / Charitable Organisations
Gandhi, Mother Teresa, Nelson Mandela, Gwilym Davies (goodwill message), Picasso, Christian Aid, Hope House, Man on the moon, Neil Armstrong (man on the moon), Bob Geldof
2. Bible Stories
 - a) Parables - the parable of the sower, the lost Sheep, the Prodigal Son, The Good Samaritan , Y unforgiving servant, the Feast.
 - b) Spreading the Word, Stephen, Saul on the way to Damascus, Paul and Barnabas in Philippi
Singing in the prison, Paul a prisoner again, the Shipwreck, to the land safely.

3. Moral - according to the teacher's discretion.

FP Worship Arrangements

Monday - Circle Time - Moral

Tuesday - KS1 Service (collective)

Wednesday - KS1 Service (collective)

Thursday - classroom service

Friday - Whole school service

Worship for Infants is presented by using a variety of lesson books and contemporary stories which are examples of good will.

Programme of Services for the Foundation Phase

Term 1

New beginning - children entering reception class and the rest moving to new classes , Friends, Caring, The Bible , Jesus's care for his people, Gratitude, Kindness, the Good Samaritan, Christmas.

Term 2

Creation, Caring for God's Creatures, Noah's Ark, Feelings - Joseph's Story, the Prodigal Son's Story, St David , Christianity - What is It ? , Christian Symbols and Devotions - marriage/ baptism, New life, The Easter Story - Palm Sunday, the Last Supper , Easter Story from the crucifixion onwards.

Term 3

St Francis of Assisi, Judaism, Living in harmony, the story of Zacchaeus, the story of Moses Jesus Leading Us, the Summer - the beauty of God's world.

Rhesymeg

Rheolir Addysg Grefyddol yn lleol gan Gyngor Ymgynghorol Sefydlog ar gyfer Addysg Grefyddol (CYSAG). Mae'n cynnwys tri phwyllgor: cynrychiolwyr prif draddodiadau crefyddol yr ardal, cynrychiolwyr athrawon a chynrychiolwyr yr awdurdod lleol. Prif swyddogaeth CYSAG yw, 'cynghori'r awdurdod ar y cyfryw faterion sy'n gysylltiedig ag addoli crefyddol mewn ysgolion sirol ac â'r addysg grefyddol sydd i'w rhoi yn unol â maes llafur cytûn ag y bydd yr awdurdod yn eu cyfeirio at y cyngor neu ag y gwêl y cyngor yn dda'. (Deddf Diwygio Addysg 1988 a.11(1)(a))

Cred CYSAG Môn y dylai'r cyngor hwn fod yn seiliedig ar wybodaeth gyfredol gan obeithio y bydd y canllawiau sy'n dilyn yn galluogi penaethiaid i gefnogi CYSAG yn ei dyletswyddau.

Yn y gorffennol, mae CYSAG Môn wedi monitro addysg grefyddol ac addoli ar y cyd trwy:

- adolygu adroddiadau arolygu ESTYN;
- dadansoddi asesiadau athrawon a chanlyniadau arholiadau ysgolion uwchradd yr Awdurdod Lleol;
- cael adroddiadau rheolaidd gan gynrychiolwyr y gwasanaeth ysgolion/ymgynghorol lleol;
- gwahodd athrawon a phenaethiaid i rannu enghreifftiau o arferion da gydag aelodau CYSAG.

Ni fydd Fframwaith Arolygu newydd ESTYN bellach yn cyfeirio'n benodol at Addysg Grefyddol ac addoli ar y cyd. Mae CYSAG Môn felly yn awyddus i fanteisio ar y cyfundrefnau a'r arferion a ddefnyddir ar hyn o bryd gan benaethiaid ac athrawon wrth iddynt baratoi at y Fframwaith Arolygu newydd. Penderfynwyd y byddai CYSAG yn cyflawni ei chyfrifoldebau statudol trwy wahodd ysgolion i rannu eu hunan arfarniad o Addysg Grefyddol, addoli ar y cyd a datblygiad ysbrydol a moesol disgyblion gyda'r aelodau.

Gofynnir yn garedig i ysgolion cynradd ac uwchradd gyflwyno crynodeb o hunan arfarniad yr ysgol i sylw clerc CYSAG Môn.

Manylion cyswllt:

Enw (Clerc CYSAG): Gareth Jones

Cyfeiriad: Adran Dysgu Gydol Oes, Ffordd Glanhwfa, Llangefni.

Ers 2008, mae CYSAGau ar draws Cymru wedi mabwysiadu neu addasu'r Fframwaith Enghreifftiol Cenedlaethol ar gyfer Addysg Grefyddol (APADGOS, 2008) fel eu maes llafur cytûn lleol. Mae aelodau'r Panel Ymgynghorol Cenedlaethol Addysg Grefyddol wedi croesawu'r cysondeb hwn ar draws Cymru gan eu bod wedi gallu cydweithio i baratoi canllawiau cyffredin i ysgolion a ChYSAGau. Mae amryw o GYSAGau yng Nghymru wedi mabwysiadu cyfundrefn neu broses debyg i'r un a amlinellir yn y ddogfen hon.

Enw'r Ysgol: Y Ffridd Gwalchmai

Addysg Grefyddol

Cwestiwn Allweddol 1: Pa mor dda yw'r deilliannau mewn Addysg Grefyddol?

- Seilir yr hunan arfarniad ar arsylwadau gwersi, arfarniadau o waith disgyblion a chyfweliadau â disgyblion.
- Dylai ysgolion uwchradd gyfeirio at CA3, CA4 a CA5 (Astudiaethau Crefyddol ac Addysg Grefyddol) a chynnwys arfarniad o asesiadau athrawon ac/neu ganlyniadau arholiad.

Cyfeiriadau: Fframwaith Arolygu ESTYN Adran 1 a'r Maes Llafur Cytûn Lleol

Safonau mewn Addysg Grefyddol – cynnydd mewn dysgu

Y CYFNOD SYLFAEN

Yn ystod blynyddoedd y Cyfnod Sylfaen mae mwyafrif y disgyblion yn gallu trafod a dwyn i gof wybodaeth gyflwynwyd yn ystod y gwersi. Maent yn ymholi yn synhwyrol o fewn eu gallu ar agweddau sydd o ddidordeb iddynt.

Defnyddient eirfa briodol i gyflwyno gwybodaeth am eu teimladau.

Mae'r gallu i drafod teimladau yn agored yn datblygu.

Maent yn dechrau cysylltu symbolau crefyddol a'r byd o'u cwmpas,

CYFNOD ALLWEDDOL 2

Ym mlynnyddoedd 3 a 4 gwyr y disgyblion yn dda am grefyddau eraill. Maent yn gallu cysylltu symbolau a chrefyddau ac yn trafod hynny yn rhwydd ac yn wybodus. Sylweddolant werthoedd crefydd i grwpiau penodol a pwysigrwydd parchu hynny yn y byd eang. O'u astudio yn fanwl sylweddolant fod tebygrwydd rhwng gwahanol gredoau.

Ym mlwyddyn 5 a 6 adeiladant ar wybodaeth flaenorol gan ymestyn gwybodaeth i gynnwys disgrifiadau ac arferion o gredoau neilltuol. Gallent drafod arferion credoau a sylweddoli pa effaith gaiff crefydd ar fywydau credinwyr gan gysylltu'r credoau a'i gilydd.

Yn ystod amser cylch gall mwyafrif disgyblion gyfleu sut maent yn teimlo, mynegi barn a chynnig sylwadau syml ar syniadau plant eraill.

Ym mrig yr ysgol gall disgyblion gyfleu eu teimladau yn fwy pendant gan roi rhesymau dros eu safbwyntiau. Maent hefyd yn ymwybodol sut mae teimladau disgyblion eraill yn cael effaith ar eu bywydau hwy.

Mae'r eirfa grefyddol a gyflwynwyd ym mlwyddyn 3 a 4 yn datblygu yn dda gyda disgyblion blwyddyn 5 a 6.

Gall y disgyblion drafod o fewn eu profiadau personol a mynegi barn yn eithaf rhwydd am faterion crefyddol a astudiwyd.

Materion i gael sylw

CYFNOD SYLFAEN

- Parhau i ddatblygu sgiliau cysylltu symbolau crefyddol ar byd o'u cwmpas.
- Sicrhau defnydd effeithiol o'r termau a gysylltir a chrefydd.

CYFNOD ALLWEDDOL 2

- Ymestyn sgiliau trafod a dod i benderfyniad drwy fynegi barn.

Rhagorol

Da

✓

Digonol

Anfoddhaol

Cwestiwn Allweddol 2: Pa mor dda yw'r ddarpariaeth mewn Addysg Grefyddol?

- Dylai hunan arfarniad ystyried y dangosyddion canlynol: yr amser a roddir i'r pwnc, gwybodaeth bynciol, arbenigedd a datblygiad proffesiynol yr athrawon, addasrwydd y rhaglen astudio ac amrediad yr adnoddau dysgu a ddefnyddir.
- Mae arfarniad o arsylwadau gwersi a gwaith disgyblion yn caniatáu i benaethiaid a phenaethiaid adran i ddod i farn am ansawdd yr addysgu mewn gwersi Addysg Grefyddol o fewn yr ysgol, a'r graddau y mae disgyblion yn cael eu cymell a'u hannog i gyrraedd safonau uchel.
- Dylai ysgolion cynradd gyfeirio at y ddarpariaeth 'Pobl, Credoau a Chwestiynau' ar gyfer dysgwyr y Cyfnod Sylfaen yn ogystal ag Addysg Grefyddol yn CA2.
- Dylai ysgolion uwchradd gyfeirio at CA3, CA4 a CA5 (Astudiaethau Crefyddol ac Addysg Grefyddol).

Cyfeiriadau: Fframwaith Arolygu ESTYN Adrannau 2.1 ac 2.2 a'r Maes Llafur Cytûn Lleol

Yr addysgu: cynllunio ac amrediad o strategaethau

Y CYFNOD SYLFAEN

- Neilltuir sesiwn ar gyfer Addysg Grefyddol yn y cyfnod sylfaen. Addysgir y maes gan athrawes CPA .
- Mae athrawon y Cyfnod Sylfaen yn gyfarwydd â'r fframwaith enghreifftiol cenedlaethol ar gyflwyno Addysg Grefyddol gan adnabod y sgiliau penodol sy'n ymwneud â phobl, credoau a chwestiynau drwy'r meysydd Gwybodaeth a Dealltwriaeth o'r Byd a datblygiad Personol a Chymdeithasol Lles ac Amrywiaeth Ddiwylliannol.
- Mae'r plant yn cael amrywiaeth o brofiadau sy'n rhoi cyfle iddynt wneud cynnydd mewn gwybodaeth a dealltwriaeth a sgiliau trafod a rhesymu.
- Mae adnoddau storïol, llyfrau gwybodaeth, llyfrau mawr, arteffactau, adnoddau TGCh, ymweliadau/ymwelwyr i'r ysgol i gyd yn creu diddordeb ac yn cyfoethogi'r ddarpariaeth yn y maes.
- Annogir y plant i ddysgu parchu llyfrau a gwrthrychau sanctaidd a dod yn gyfarwydd â rhai o'r hanesion ynghlwm â hwy ynghyd â dysgu am arwyddocad digwyddiadau crefyddol arbennig.

Mae'r agweddau Crefyddol o fewn y meysydd yn cael eu darparu yn dda yn y Cyfnod Sylfaen.

CYFNOD ALLWEDDOL 2

- Neilltuir sesiwn o o leiaf awr ar gyfer Addysg Grefyddol ar draws Cyfnod Allweddol 2. Addysgir y maes gan athrawes CPA o flwyddyn 3 i 6.
- Mae'r ddarpariaeth yn dda ar draws y cyfnod gyda'r cynlluniau yn sicrhau dilyniant a datblygiad.
- Annogir y disgyblion i ddod wyneb yn wyneb a chwestiynau mawr bywyd. Pwy wyf fi? Beth sy'n iawn? er mwyn datblygu eu sgiliau ymholi. Datblygir ochr ysbrydol a moesol drwy : *feithrin ysbryd gymunedol, hyrwyddo gwerthoedd da a gofalu am eraill. Yn ystod y flwyddyn bydd sawl cyfle i gefnogi gwahanol elusennau.*
- Manteisir ar gyfleoedd i fynd a plant allan ar ymweliadau â addoldai. Yn flynyddol bydd y plant yn paratoi gwasanaeth Nadolig ar gyfer un o'r capeli lleol.

Mae ansawdd addysgu a'r ddarpariaeth yn Cyfnod Allweddol 2 yn dda.

Materion i gael sylw

Y CYFNOD SYLFAEN

- Parhau i gynnig profiadau diddorol a gwerthfawr.
- Parhau i annog y plant i ddatblygu sgiliau meddwl
- Trafod gyda chyd athrawon a bod yn ymwybodol o chyfleoedd ac adnoddau newydd

CYFNOD ALLWEDDOL 2

- Parhau i hybu ymwybyddiaeth o amrywiaeth diwylliant cyfoes
- Parhau i osod MPLI a rhoddi cyfle i'r plant fyfyrion ar y dysgu.
- Parhau i ddatblygu tasgau ymestynnol ar gyfer disgyblion mwy galluog

Rhagorol		Da	✓	Digonol		Anfoddhaol	
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Addoli ar y Cyd

Pa mor dda yw'r ddarpariaeth ar gyfer addoli ar y cyd?

Ydy'r addoli ar y cyd yn cydymffurfio â'r gofynion statudol?	Ydy ✓	Nac ydy
---------------------------------------------------------------------	--------------	----------------

Cyfeiriadau: Fframwaith Arolygu ESTYN Adran 2.3.1, 'Arweiniad atodol ar arolygu Addoli ar y Cyd mewn ysgolion anenwadol' (ESTYN, Medi 2010), 'Addysg Grefyddol ac Addoli ar y Cyd' (Cylchlythyr y Swyddfa Gymreig 10/94)

Nodweddion da mewn perthynas ag ansawdd yr Addoli ar y Cyd

Darperir addoli ar y cyd yn ddyddiol ar lefel dosbarth ac ysgol. Mae'r addoliad yn gyfan gwbl o natur Gristnogol. Mae gan rieni hawl i eithrio eu plant os dymunant.

Mae'r addoli ar y cyd yn gyfle i feithrin datblygiad moesol, cymdeithasol a diwylliannol y disgyblion. Mae'n hyrwyddo ethos a gwerthoedd.

Mae'r plant yn cael eu hannog i wrando, gwylio a myfyrio ar yr addoliad.

Fel rhan o'r addoliad bydd y plant yn cael cyfle i ganu, gweddio ac i ddarllen. Hefyd manteisir ar y cyfle yma i ddatblygu agweddau ar ABaCh a Dinnasyddiaeth Fyd Eang.

Yn achlysurol bydd siaradwyr gwadd yn dod i gyflwyno neges neu sgwrs i'r plant. Bydd cyfle iddynt gymryd rhan flaenllaw yn y gweithgareddau ac actio rhannau o storiâu'r Beibl.

Ar y cyfan mae'r ddarpariaeth yn dda.

Materion i gael sylw mewn perthynas ag ansawdd yr Addoli ar y Cyd

- Efelychu yr arferion rhagorol ymhob gwasanaeth
- Datblygu ymhellach ethos yr addoliad er mwyn iddo adlewyrchu rhywbeth sydd ar wahân i weithgareddau arferol yr ysgol ar bob achlysur
- Sicrhau fod cyfrifoldebau wedi eu rhannu a'r holl staff yn deall eu cyfrifoldebau mewn perthynas ag A ar y C

Rhagorol		Da	v	Digonol		Anfoddhaol	
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Llofnod: Henry Jones

Dyddiad: 11.09.15

October 2015 (draft)

2.3.1 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)*.

Year	Schools	Pupils		%L5+		%L6+		%L7+	
	A+G+C*	Anglesey	A+G+C	Anglesey	A+G+C	Anglesey	A+G+C	Anglesey	A+G+C
2015	5(5)+13(14)	648		89.2		54.9		15.4	
2014	5(5)+11(14)+0(0)	611	1,659	87.7	91.7	44.4	55.3	17.2	19.6
2013	5(5)+5(14)+1(7)	675	1,242	86.4	88.7	68.5	52.3	13.8	18.2
2012 ^o	5(5)+13(14)+4(7)	657	2,577	74.0	82.7	51.4	43.2	6.8	12.5
2011	3(5)+11(14)+2(7)	378	1,773	76.7		40.9		10.1	

* By the end of the Summer term 2015, every secondary school in Anglesey had submitted KS3 performance data, 13 out of 14 secondary schools in Gwynedd. Special schools did not submit teacher assessments for religious education.

^o 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.

Pynciau CA3 - Ast. Crefyddol 2015

	D	N	W	1	2	3	4	5	6	7	8	E	L5+	L6+	L7+	Sgor
Ysgol Syr Thomas Jones (77)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	9.1 (7)	29.9 (23)	33.8 (26)	27.3 (21)	0.0 (0)	0.0 (0)	90.9 (70)	61.0 (47)	27.3 (21)	5.79
Ysgol Uwchradd Caergybi (157)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	8.9 (14)	24.2 (38)	53.5 (84)	11.5 (18)	1.9 (3)	0.0 (0)	91.1 (143)	66.9 (105)	13.4 (21)	5.73
Ysgol Gyfun Llangefni (107)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.9 (1)	16.8 (18)	44.9 (48)	29.9 (32)	7.5 (8)	0.0 (0)	0.0 (0)	82.2 (88)	37.4 (40)	7.5 (8)	5.26
Ysgol David Hughes (185)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.5 (1)	9.2 (17)	33.5 (62)	43.2 (80)	13.5 (25)	0.0 (0)	0.0 (0)	90.3 (167)	56.8 (105)	13.5 (25)	5.60
Ysgol Uwchradd Bodedern (122)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	1.6 (2)	8.2 (10)	41.8 (51)	27.9 (34)	20.5 (25)	0.0 (0)	0.0 (0)	90.2 (110)	48.4 (59)	20.5 (25)	5.57
Môn (648)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.6 (4)	10.2 (66)	34.3 (222)	39.5 (256)	15.0 (97)	0.5 (3)	0.0 (0)	89.2 (578)	54.9 (356)	15.4 (100)	5.59

Standards are **JUDGEMENT**

- All schools submitted end of KS3 teacher assessment data for Religious Education. The special schools (Yr Hafan acnd Ysgol y Bont) did not submit assessment data for Religious Education;
- 648 KS3 pupils were assessed in the summer term of 2015;
- 89.2% of Anglesey KS3 pupils attained Level 5+ in religious education. This represents an increase of 1.5% since 2014. The percentage of pupils attaining L5+ varied from 82.2% to 91.1%;
- 54.9% of Anglesey KS3 pupils attained Level 6+ in religious education. This represents an increase of 10.5% since 2014. The percentage of pupils attaining L6+ varied from 37.4% to 66.9%;
- 15.4% of Anglesey KS3 pupils attained Level 7+ in religious education. This represents a fall of 1.8% since 2014. Level 7 was awarded to pupils in all schools and the percentage of pupils attaining L7+ varied from 7.5% to 27.3%;
- Learners have attained L3 or below in 2 schools.
- Pupils were awarded L8 in religious education in one schools.

GCSE Results: Religious Studies (full course)

The data represents the candidates who were 15 years old or older in January 2014

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
2015	5	53	97	150	34.0	51.5	45.3	81.1	82.5	82.0	100	100	100	44	47	46
2014	5	27	110	137	40.7	55.5	52.6	81.5	87.3	86.1	100	100	100	44	48	47
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.

2015	Nifer yn sefyll			% Rhagoriaeth			% L2			% L1			Sgôr cyfartalog y pwnc		
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
Ysgol Syr Thomas Jones	11	31	42	36.4	58.1	52.4	90.9	87.1	88.1	100.0	100.0	100.0	47	49	48
Ysgol Uwchradd Caergybi	14	8	22	28.6	37.5	31.8	71.4	87.5	77.3	100.0	100.0	100.0	43	45	43
Ysgol Gyfun Llangejni	8	15	23	25.0	40.0	34.8	75.0	66.7	69.6	100.0	100.0	100.0	42	43	42
Ysgol David Hughes	17	35	52	47.1	60.0	55.8	82.4	88.6	86.5	100.0	100.0	100.0	45	49	48
Ysgol Uwchradd Bodedern	3	8	11	0.0	25.0	18.2	100.0	62.5	72.7	100.0	100.0	100.0	42	42	42
660	53	97	150	34.0	51.5	45.3	81.1	82.5	82.0	100.0	100.0	100.0	44	47	46

Judgement results

- 150 candidates from 5 schools in Anglesey. The average subject score of 46 shows a fall of one point since 2014.
- The number of candidates varies from 11 pupils in one school to 52 in another.
- 45.3% of the candidates were awarded A*/A (excellence). The percentage has fallen 7.3% since 2014.
- 82% of the candidates were awarded a Level 2 qualification (A*- C) which is less (- 4.1%) than the percentage of candidates awarded L2+ in 2014. All candidates have attained a Level 1 qualification.
- More girls than boys choose Religious Studies as a GCSE optional subject (B 53 : G 97).
- The results achieved by the girls are better than those achieved by the boys. The average score achieved by the girls is 47 in comparison with the average score of 44 achieved by the boys, the difference 3 points is less than the gap between boys and girls in 2014. 8+ represents a GCSE grade. However this year's L2 results suggest that the difference between the percentage of boys and girls who achieve grades A* to C (1.4%) has decreased significantly since 2014. The gap between the percentage of boys and girls attaining A*/A is 17.5% which is greater than the difference observed in 2014 (14.8%).

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
2014	1	6	28	34	50.0	71.4	67.6	0.0	0.0	0.0	0.0	0.0	0.0	23	26	25
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?

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Cyfarfod Cymdeithas CYSAGau Cymru, Ebbw Vale, 25 Tachwedd 2015 (10.30am – 3pm)

Wales Association of SACREs meeting, Ebbw Vale, 25 November 2015 (10.30am – 3pm)

Minutes

Musical ensemble and children's choir from Blaenau Gwent schools:

- Blaenau Gwent Music Centre Guitar Ensemble
- St Iltydd's primary school choir

1. Cyflwyniad a chroeso / *Introduction and welcome*

New Chair, Phil Lord began the meeting by welcoming members to the General Offices in Blaenau Gwent and thanking the children for their musical welcome. Phil also thanked Gavin Craigen for the extensive work he had done for WASACRE during his many years' service to the Association and explained to members that Gavin resigned as Chair of WASACRE this summer.

Lynnette Jones, Director of Education for Blaenau Gwent and Keren Bender, Chair of Blaenau Gwent SACRE made the official welcome to members and wished them well for an engaging and productive meeting.

Year 9 Pupils from *Ebbw Fawr Learning Community Secondary Phase* gave a presentation on why religious education lessons are important to them, and children from St Iltydd's Primary School choir sang a thought provoking song called "Think before we speak".

Following these introductions two moving tributes were paid to our colleagues and friends who had very sadly passed away this year. The first was to Ben Wigley, by Rheinallt Thomas and the second to Denize Morris, by Gill Vaisey. Following the two tributes members joined together in a minute silence.

2. Adfyfyrio tawel / *Quiet reflection*

Phil asked members to think of Ben and Denize's contributions to WASACRE, the RE world in Wales, and beyond. He also asked members to consider their own contribution.

3. Ymddiheuriadau / *Apologies*

Tania ap Sion, Professor Leslie Francis, Helen Gibbon, David Kitchen

4. Cofnodion y cyfarfod a gynhaliwyd yn Yr Wyddgrug, 25 Mehefin 2015 / *Minutes of meeting held in Mold, 25 June 2015*

Minutes were accepted as a true record of the meeting.

5. Materion yn codi / *Matters arising*

Item 3. LJ confirmed that the thank you letter was sent to Tudor Thomas on his retirement from WJEC and that WASACRE has received a reply from Tudor.

Item 5. Welsh Bacculaureate. Concerns were raised again over the security of religious education in KS4 with the implementation of the statutory Welsh Bacculaureate qualification as a timetabled subject. Members were concerned that some schools are using RE time on the timetable to teach Welsh Bacc. A teacher representative at the meeting said that it is hard to make provision for core RE within the Welsh Bacc that meets statutory requirement and that it will be a challenge for any school or RE department who has to do this. Members at the meeting agreed that the situation needs to be carefully monitored.

Action: LJ will draft a letter before Christmas to SACRE Clerks to request information regarding what is happening in their local schools. A simple open ended survey will be attached which can be sent to each school to complete and return, making reference that SACRE's were concerned about the timetabling issue and want to support schools.

Item 6. NAPfRE presentation by Mary Parry in March meeting. Gill Vaisey thanked Mary for sharing her work and for producing this useful resource and so generously making the CD Rom available to all secondary schools in Wales. Teachers are using it and it is working very well within RE schemes of work.

Item 9. EFTRE Conference. Phil Lord asked members present to feed information back to their own SACREs about the EFTRE conference which will take place on 31st Aug to 3rd September 2016. For more information regarding the conference, members were directed to the EFTRE Website.

Item 10. Religious Education guidance document. Gill is making good progress on this guidance and reminded members that the focus for it is on managing the right of withdrawal from religious education. Gill requests case studies from school/SACREs

Item 10. AOB. Rheinallt Thomas confirmed that *RE ideas* is now in colour and is being sent to all SACRE Clerks. An open invitation was given to teachers for them to help with *RE ideas*. A teacher from Wrexham has helped this year. Rheinallt was able to confirm also that teachers are paid for their time and work.

6. Cyflwyniad NAPfRE/ *NAPfRE presentation:*

Archwilio Ffydd yn yr Ysgol Gynradd gan Liz Arthur gydag athrawes Ysgol gynradd o Flaenau Gwent/ *Exploring Faith in the Primary School by Liz Arthur and Karen Fairburn from Ebbw Fawr Learning Community Primary Phase, in Blaenau Gwent*

Ebbw Fawr Learning Community, Primary Phase, held a very successful RE and Art Week as part of the yearly programme of 'subject weeks'. Throughout the week a number of guests from a range of faiths were invited in to school to meet and work with the children. The main objective of the week was for pupils to meet and interact with people of different faiths. A range of faith representatives and Christian denominations were represented. The children participated

in a variety of activities throughout the week which were planned and delivered by the faith representatives with help from the teacher leading the week and also from Gill Vaisey, who provided some of the resources.

The responses from pupils at the end of the week included comments like, “That was really interesting Miss, it’s more exciting learning from a real person” and, “I really enjoyed meeting Mr Sharma, he was the best bit. He knew lots about the artefacts and how they are used”. The responses from staff at the end of the week included comments like, “Children loved it and asked sensible questions because they really did want to know more about the religion” and, “Interaction with the children was outstanding and I learnt an amazing amount about religions I didn’t know”.

Phil Lord thanked Liz Arthur and Karen Fairburn for sharing the presentation, which received lots of positive comments from the floor. Suggestions from members about how the week could be developed were: to include representatives from different denominations from the non-Christian faiths also; to ask parents to send their child in with a religious artefact for a display during the week and for the children to explain to each other what the artefact means to them and how it is used in their family, as part of an interfaith dialogue activity; to include references to the current RE Framework and levels of attainment for RE in the planning of the event.

7. Diweddariadau/Up-dates:

Cysylltiadau a chyfarfodydd Llywodraeth Cymru/ *Welsh Government contacts and meetings* – Libby Jones

Libby introduced David Sargent, the new Welsh Government contact who was present at the meeting. Members were up-dated on the discussions which took place during the meeting on 30 September with Welsh Government colleagues, Steve Price, John Pugsley (Curriculum Division) and Karen Cornish (Head of review implementation team). The main focus of the meeting was on The Curriculum Review, Successful Futures and SACREs, other items discussed included the Review of Annual SACRE Reports, which, it was confirmed, would remain at 3 year cycle, and Welsh Government requests for guidance information on collective worship and for information regarding the number of Humanists who are members on SACRE.

Mary Parry made members aware of NAPfRE’s plans to produce a description of what good religious education is and to offer this guidance document to Pioneer schools who are responsible for writing/developing the curriculum for RE or Humanities as part of the next stage of the review process.

CCB Cyngor Addysg Grefyddol a chyfathrebu cyffredinol/ *Religious Education Council AGM and general communication*– Gill Vaisey and Phil Lord

The AGM took place at Gurdwara Sri Guru Singh Sabha, in London which included a report from the new Chair, Trevor Cooling and an address from Rudi Lockhart the new Chief Executive. Members were informed that all information shared at the AGM was specific to religious education in England only and in order to improve this situation Gill Vaisey, who

represents WASACRE at REC meetings, has offered to send the appropriate information from Wales before each meeting if the CEO's address is sent to her in advance as requested.

Items on the Agenda included:

Young Ambassadors, which involved a video and presentation. 12 schools are currently involved in this initiative, including Ysgol Aberconwy from Wales. Gill Vaisey hoped that Phil Lord may be able to support the school as it was local to his area of work. An open invitation was offered to Faith groups to reach-out to the school ambassadors for RE, in order to support them and to receive support.

Reviewing the legal and wider policy framework for RE, which involved table discussions.

Teacher Recruitment Campaign, for which a professional video was shown.

Gill urged that it is worthwhile and important to continue to develop this relationship with the REC. Wales can support England as much as England can support Wales. Phil confirmed that Rudi Lockhart has already been in regular contact with him and is aware of what is happening in Wales.

Cyfarfod y Fforwm Ffydd/ *Faith Forum meeting* – Phil Lord

Phil Lord met with a number of faith group representatives from across Wales on Monday 23 November. Their main concern was what the Minister for Education and Skills had said in his recent speech regarding changing the name of RE etc. Phil has agreed to triangulate information with the representatives so that knowledge can be shared both ways.

Following this members raised some questions regarding the design of the new curriculum for RE and whether Ministers are fully aware of what RE is like today in Wales. Phil said that he would keep members up-dated'

Cynhadledd Addoli ar y Cyd / *Collective Worship Conference* - Gill Vaisey look at the PP.

Gill shared a PowerPoint presentation which summarised the main points covered at the conference and which is attached to the minutes as an appendix. Gill made members aware of a Report that was given out at the conference. A copy of the Report is available at:

https://www.dropbox.com/sh/3ijyaknnt5cl9jx/AAC8PyypvTS9t-zxPxs_E2Vta?dl=0

Gill assured members that the report merely sets out the facts as they stand today and the aim of the Report is to stimulate fresh thinking on the subject of collective worship in schools.

Action: LJ will arrange the meeting between Welsh Government colleagues, the academics leading this initiative and representatives from WASACRE.

8. Cyflwyniad NAPfRE / *NAPfRE presentation*:

Manylebau TGAU diwygiedig ar gyfer Astudiaethau Crefyddol/ *Revised GCSE Specifications for Religious Studies- Lynda Maddock, WJEC*

Lynda Maddock is the newly appointed Subject Officer for Religious Studies at WJEC. Her colleague Andrew Pearce is responsible for Religious Studies AS and A2 and Lynda directed those who have questions about AS or A2 to Andrew.

AS and A2: Lynda assured members that information on the current AS and A2 is available on the WJEC website and that in Wales the AS qualification can be standalone but also counts towards A Level if it is sat. Where as in England, the AS qualification is standalone only and **does not** count towards A level. The A level qualification in England is standalone.

Members were informed that Hodder are publishing books for the RS specification in England, but that nothing has been decided yet for Wales. WJEC have had to include non-religious beliefs in at least one part of the Religious Studies specification due to Humanist lobbying.

GCSE: WJEC have requested a year's postponement for the new RE specification, but Qualifications Wales has rejected their request.

Lynda described the new specification for England explaining that it has relevance for Wales in as much as, there needs to be parity in the quality and standards of both qualifications to ensure fairness and equality for students in both countries.

In Wales there will be one specification only and it will retain a unitised approach so that Year 10 pupils can still be entered for a Short Course after one year of study. It was confirmed that pupils can also sit just one Short Course exam (Either Unit 1 or Unit 2) at the end of the two years, or sit both Short Course exams (Unit 1 and Unit 2) to receive a Full Course qualification. It is hoped that Unit 1 will be similar to the current Spec B, and Unit 2 will be similar to the current Spec A.

Unit 1 is likely to include religious responses to philosophical issues, where students will be asked to choose two religions through which to study themes like, life & Death and Good & Evil. In addition to this students will study the core beliefs teachings and practices of two religions.

Unit 2 is likely to include religious responses to Ethical issues, where students will be asked to choose two religions through which to study themes like, Relationships, and Human Rights. In addition to this students will study the core beliefs teachings and practices of two religions.

It is most likely that Christianity will be made the compulsory religion for this specification and students will be required to choose one other religion to study. Both Units will make a full course and only one Unit will make a short course

Other information included the following: Catholic Schools will do 75% Catholicism and 25% Judaism and the title of the course will reflect this; There will be no course work for the RS GCSE; The revised specifications and sample assessment material are due to go to Qualifications Wales on 18 December and it is hoped that the final draft will be ready in time for the WJEC Inset for teachers in the spring.

SACREs are invited to write to the Chief Exec of WJEC to voice any concerns that they have.

Action: LJ will write to WJEC to voice WASACRE's concerns including a request to delay the specification for one year and to request information about Unit one to go on the website in January, to help teachers with their planning. LJ will send a copy of the letter to SACRE Clerks before Christmas.

Phil Thanked Lynda for her presentation and assured those present that WASACRE will continue to support and work with WJEC.

9. Adolygiad Cwricwlwm / *Curriculum Review*- Libby Jones

A written up-date on this item is attached to the minutes as an appendix.

Bethan James, Chair of NAPfRE thanked Phil for representing WASACRE (and NAPfRE) and requested a brief written up-date for SACREs from that meeting in December in order to help colleagues answer any questions they receive from teachers. Phil Agreed to do this.

Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 30 Medi 2015 / *Report from the Executive Committee held on 30 September 2015*

The report was accepted and agreed as accurate.

10. Gohebiaeth / *Correspondence*

Libby shared a number of letters and emails as correspondence, most of which had already been dealt with in the meeting.

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

12. Dyddiad y cyfarfod nesaf / *Date for next meeting*: 8 Mawrth 2016, Sir Benfro / 8 March 2016, Pembrokeshire

Dyddiadau cyfarfodydd yn y dyfodol / *Future meeting dates*: Haf / *Summer 23/6/ 2016* Sir Ddinbych / *Denbighshire*; Hydref / *Autumn 18/11/2016* Sir Gaerfyrddin / *Carmarthenshire*; Gwanwyn / *Spring 2017* Sir Fynwy / *Monmouthshire*.

Thanks to Clerk Emma Bailey and Manager of the General Offices, Lisa Osborne, Alan Williams, the School Improvement officer who arranged the music, and Stephan the Translator.

WALES ASSOCIATION OF SACREs

ANNUAL GENERAL MEETING – 25th JUNE, 2015

REPORT BY: Treasurer

SUBJECT: Report for 2014/2015 Financial Year

REPORT FOR: Information and Decision

STATEMENT OF ACCOUNTS 2014/2015

Attached as an Appendix to this report is the audited Statement of Accounts for the 2014/2015 financial year. Members will note that, during the year, income exceeded expenditure by £5525.45. At the end of the financial year, subscriptions from two SACREs had not been received but the accounts include the three subscriptions from the 2013/2014 financial year that had been received after the end of that financial year. For the previous two years, expenditure has exceeded income and it is pleasing to report that, in 2014/2015, the position has been reversed and income has exceeded expenditure. The financial year commenced with a balance of £14511.77 and ended with a balance of £20037.22. This means that the finances of WASACRE remain in a healthy condition and the level of funds available to WASACRE to fund its planned activities, is encouraging.

a) **Receipts**

As in previous years, the main source of income for WASACRE during 2014/2015 has been the annual subscriptions paid by member SACREs. Members will recall that, at the 2001 Annual General Meeting of WASACRE, it was decided to raise the level of subscriptions by the level of inflation on an annual basis. The annual subscription, therefore, for 2014/2015 was £422.00 which has resulted in an income of £8862.00. This figure represents 21 subscriptions but only 20 SACREs as 1 SACRE paid twice. Unfortunately, the money had been paid directly into the WASACRE Account before the error was identified. A cheque has, therefore, been drawn to return the money. 2 SACREs had not paid their subscriptions by 31st March, 2015, but it is pleasing to report that these subscriptions have now been paid and the late subscriptions will be recorded in the 2015/2016 accounts. Members will note that, in addition to the 2014/2015 annual subscriptions, three subscriptions for 2013/2014, at £417.00 each, were also included in these accounts as their payments were actually received in the current financial year, rather than 2013/2014. In addition to the above SACRE, which paid its subscription twice into the WASACRE Account, a further two SACREs also paid their subscriptions twice. These payments have been made by cheque and the cheques have been returned.

The other annual source of income for WASACRE has been bank interest and this amounted to £3.80 in 2014/2015, a decrease of 7 pence on the amount

received in 2013/2014. It is hoped that the interest paid on the WASACRE accounts will improve again in the future but it will be some time before significant income is received through bank interest.

b) **Expenditure**

During 2014/2015, the main areas of expenditure were as follows:-

The sum of £366.10 has been paid for support of the WASACRE website. Members will agree that the WASACRE website is an excellent resource and has been valuable in raising the profile of the organisation and as a source of information in relation to Religious Education and Collective Worship.

Payment of an honorarium to the Secretary amounted to £1500. Members will recall that the secretary is entitled to receive an honorarium of £1500 per year and this payment was again made in 2014/2015. No secretarial costs were claimed during 2014/2015, so it is possible that a more significant sum will be claimed during 2015/2016. Costs, however, have been reduced through the electronic circulation of papers for meetings and placement of papers and documents on the website.

A further expense, during the year, related to the costs of convening meetings of WASACRE. This amounted to £607.17, compared with £1874.69 in 2013/2014, and it reflects the termly meetings of WASACRE and its Executive Committee. Although costs of holding meetings are rising, the costs are not so high this year because there have been no requests for re-imburement for the costs of presenters' travel expenses and supply cover to release presenters from schools. In addition, the costs of simultaneous translation at the termly meetings have all been met by the local authorities that were hosting the meetings, which is much appreciated. The cost of room hire amounted to £210.60, compared with £43.00 in 2013/2014, while the cost of translation of documents amounted to £396.57, compared with £912.91, in 2013/2014.

The amount spent on Officers' travel/accommodation in 2014/2015 amounted to £1195.55 compared with £2764.70 in 2013/2014. This represents a significant decrease and reflects either a reduced level of travel or there may be some claims that have not yet been received. It again includes attendance of the WASACRE representative at the European Forum for Teachers of Religious Education Board Meeting, but this was held in Dublin this year, compared with Vienna last year.

In addition to the above, WASACRE has paid a total of £500.53 in subscriptions. This represents payment of the subscription to the RE Council for 2014/2015, subscriptions for 2014 and 2015, paid to the Interfaith Network, and the payment of the subscription to the European Forum for Teachers of Religious Education for the period January to December, 2015.

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

ANNUAL SUBSCRIPTIONS 2015/2016

In considering an appropriate annual subscription per SACRE for membership of WASACRE during the 2015/2016 financial year, members will recall that the decision was taken at the 2001 Annual General Meeting of WASACRE that, in future, the subscription to WASACRE would be increased in line with inflation.

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

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

RECOMMENDED that the annual subscription per SACRE for membership of WASACRE during the 2015/2016 financial year, be set at £433.00, which represents an uplift of 2.5% on the 2014/2015 subscription.

PAYMENT OF EXPENSES

Members will recall that the following arrangements for the payment of expenses were agreed at the 2014 Annual General Meeting of WASACRE for 2014/2015:-

- I. Payment of 45 pence per mile to officers undertaking business on behalf of WASACRE where they are unable to claim from their local SACREs and reimbursement at the same level for speakers contributing to WASACRE meetings;
- II. reimbursement to officers of actual parking costs, where incurred, in relation to the conduct of WASACRE business;
- III. where public transport is used rather than private car, reimbursement of actual rail/coach fares up to the level of standard fare on the understanding that advantage of saver arrangements would be taken wherever possible;
- IV. reimbursement of subsistence costs in respect of officers of WASACRE and speakers at WASACRE meetings at the following levels:-
 - breakfast - £4.50 (to qualify for a breakfast allowance, an officer must have left home before 7.00 am);
 - lunch - £6.00 (to qualify for a lunch allowance, an officer must be away from home before noon and after 2.00 pm);
 - tea - £2.50 (to qualify for a tea allowance, an officer must be away from home until after 6.30 pm);

- evening meal - £7.50 (to qualify for an evening meal allowance, an officer must be away from home until after 8.30 pm);
- V. reimbursement of actual costs of overnight accommodation on the understanding that reasonable costs are incurred; and
- VI in relation to teachers being released from school to make presentations at meetings of WASACRE, WASACRE will fund up to one full day's supply cover. In the event of this proving inadequate, early contact must be made with the Treasurer, who will be given discretion to agree a higher level of supply cover in consultation with either the Chairman or Vice Chairman.

It is

RECOMMENDED that the above arrangements, agreed for 2014/2015, be maintained for 2015/2016.

Translation

Gareth Pierce
Chief Executive
WJEC
CARDIFF
CF5 2YY

20 January 2016

Dear Sir,

The Isle of Anglesey SACRE wishes to endorse the concerns expressed at the meeting of WASACRE on 25 November, i.e. the changes in the work programmes of Education/Religious Studies examinations of students of schools in Wales. From our understanding, the specifications of the proposed courses will not be distributed until the New Year although some of our young people in Anglesey's secondary schools will be starting their GCSE courses in May, 2016. This is not a reasonable or fair requirement on our teachers for a number of reasons.

Firstly, there is not enough time for teachers to plan purposefully bearing in mind they will also be following the current courses until the summer. In our secondary schools one teacher is responsible for all the work in each school. There is no team of teachers to share the burden within individual schools. Schools can work together of course but the time to allow them to do so needs to be planned. There is a risk here that the system will overload work on teachers leading to a crude and hurried introduction of the changes to pupils. This will lead to lower standards and to pupils turning their backs on the subject over time.

Secondly there is a need to make sure that all the necessary resources are in place as teachers plan. Ensuring resources through the medium of Welsh is key and integral to the work of the schools. Everything must be to hand to plan effectively to ensure lessons of standard and excellent learning by all our schools' pupils.

To close, we ask for full consideration to be given to deferring the introduction until May, 2017 so that teachers can prepare thoroughly and respond positively to the challenge of introducing the changes thereby ensuring the highest level of teaching and learning.

Yours sincerely,

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