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RHYBUDD O GYFARFOD	NOTICE OF MEETING	
CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL (CYSAG)	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)	
DYDD MAWRTH, 11 HYDREF, 2016 am 2:00 y.p.	TUESDAY, 11 OCTOBER 2016 at 2.00 pm	
YSTAFELL BWYLLGOR 1, SWYDDFEYDD Y CYNGOR, LLANGFNI	COMMITTEE ROOM 1, COUNCIL OFFICES, LLANGFNI	
Swyddog Pwyllgor	Shirley Cooke 01248 752514	Committee Officer

MEMBERS

Cynghorwyr / Councillors:

Gwilym O. Jones, R. Llewelyn Jones, Alun Mummery, Dylan Rees (Cadeirydd /Chair), Alwyn Rowlands, *Sedd Wag (Heb Ymaelodi)/Vacant Seat (Unaffiliated)*

Yr Enwau Crefyddol / Religious Denominations

Kirsty Williams (Yr Eglwys yng Nghymru/The Church in Wales), Christopher Thomas (Yr Eglwys Babyddol/The Catholic Church), Parch./Rev. Kate McClelland (Yr Eglwys Fethodistaidd/ The Methodist Church), Mr Rheinallt Thomas (Yr Eglwys Bresbyteraidd/Presbyterian Church of Wales) (Is-Gadeirydd/Vice-Chair), Mrs Catherine Jones (Undeb y Bedyddwyr/The Baptist Union of Wales), Yr Athro/Professor 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

Dim/None

AGENDA

1 YSGOL Y BONT

To receive a presentation by Sioned Parry, Ysgol y Bont on the school's RE work.

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 12TH JULY, 2016 MEETING (Pages 1 - 6)

To present the minutes of the previous meeting of the SACRE held on 12th July, 2016.

4 MATTERS ARISING

- To confirm that a letter has been sent to the WJEC regarding the cost of teacher training for the new RE "A" Level course syllabus and the availability of Welsh medium materials for the course syllabus.
- To provide an update on progress/position at Ysgol Pencarnisiog.
- To provide an update on the schools visited by the SACRE's Members as part of the practice of observing collective worship periods as well as those schools which have issued an invitation for the coming term.

5 SCHOOL SELF-EVALUATIONS (Pages 7 - 34)

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

- Ysgol Beaumaris
- Ysgol Brynsiencyn
- Ysgol Uwchradd Bodedern, and
- Ysgol Parch. Thomas Ellis

6 ANGLESEY SACRE'S ANNUAL REPORT FOR 2015/16 (Pages 35 - 62)

To present the draft Annual Report of the Anglesey SACRE for 2015/16.

7 UPDATE BY THE GWE CHALLENGE ADVISOR

To receive an update by the GwE Challenge Advisor.

8 WALES ASSOCIATION OF SACRE'S (Pages 63 - 70)

To submit the draft minutes of the meeting of the WASACRE held on 23 June, 2016 in Rhyl, Denbighshire.

9 NEXT MEETING

To note that the next meeting of the SACRE will be held at 2:00 p.m. on Tuesday, 14 February, 2017.

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

Minutes of the meeting held on 12 July, 2016

- PRESENT:** Councillor Dylan Rees (Chair)
- The Education Authority**
- Councillors Gwilym O. Jones, R. Llewelyn Jones, Alun Mummery
- The Religious Denominations**
- Kirsty Williams (The Church in Wales)
Mrs Catherine Jones (The Baptist Union of Wales)
Professor Euros Wyn Jones (Union of Welsh Independents)
- Teacher Representatives**
- Mrs Mefys Edwards (Ysgol Syr Thomas Jones)
Mrs Manon Morris Williams (Ysgol Gynradd Llangaffo)
Mrs Heledd Hearn (Ysgol Uwchradd Bodedern)
- IN ATTENDANCE:** Mr D. Gareth Jones (Primary Education Officer) (Clerk to the SACRE)
Ann Holmes (Committee Officer)
- APOLOGIES:** Mr Christopher Thomas (The Roman Catholic Church), Rev. Kate McClelland (The Methodist Church), Alison Jones (Ysgol Parch. Thomas Ellis)
- ALSO PRESENT:** Miss Bethan James (GwE Challenge Advisor), Mr Alan Macdonald (Head Teacher Ysgol y Borth) (for item 1)
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1. PRESENTATION BY YSGOL Y BORTH

The Chair welcomed Mr Alan Macdonald the Head Teacher of Ysgol y Borth to the meeting and invited him to address the SACRE on the school's Religious Education work in the Foundation Phase.

Mr Alan Macdonald circulated examples of Foundation pupils' work in RE along with the school's scheme of work for Members to look at. He explained that Religious Education is an integral part of the Curriculum and is interlinked with elements of the Literacy and Numeracy Framework in a cross curricular way; the school seeks to interweave these aspects into its work plans. This is not as much of a challenge as it appears since Literacy permeates all areas of the school's activities and work.

Members were also provided with a copy of the school's programme for collective worship sessions. The school holds a daily collective worship session with Bible stories and religious themes having been clearly and purposefully mapped out beforehand. These sessions are led by the school's teachers in their turn either across their Key stage from the Nursery Class to Year 2 or from Year 2 to Year 6. Collective worship sessions are also held within the classroom. The pupils take great interest in the stories presented to them and a specific effort is made to use a variety of presentational methods so that the sessions do not become repetitive. The school will also be participating in the Open the Book project from September where a group of identified individuals from the local church come into the school to present aspects of religious education through elements of drama.

Mr Macdonald presented a copy of the Work Scheme for Years 1 and 2 and circulated examples of pupils' work in the form of books and drawings for the SACRE's Members to peruse. They were informed that in the Foundation Phase much of the work is through play underpinned by a great deal of discussion work which is evidenced by pictures on the school's website and Twitter account. Evidence in the Foundation Phase is also often verbal with the children. The success of the work can also be evaluated by the percentage of children who achieve the expected level in personal and social development; this aspect has made progress at the school in the past few years and Religious Education forms an essential part of this area in the Foundation Phase.

The SACRE's Members thanked Mr Alan Macdonald for giving of his time to attend the meeting and they were given the opportunity to question him on any aspect of the RE provision in the Foundation Phase which they felt needed clarifying. From the materials presented to them, the Members acknowledged the work as challenging and stimulating for the pupils.

2. DECLARATION OF INTEREST

No declaration of interest was made.

3. MINUTES OF THE 23 FEBRUARY 2016 MEETING

The minutes of the previous meeting of the SACRE held on 23 February, 2016 were presented and confirmed as correct.

4. MATTERS ARISING ON THE MINUTES

- The Primary Education Officer confirmed that he had received a response from the Diocese of Bangor to correspondence sent at the request of the SACRE regarding the Church's use of terminology in its Section 50 inspection report in relation to Ysgol Llangaffo. The Church's Director of Education for the Bangor Diocese had explained that the Church in Wales has its own framework for inspections carried out under Section 50 of the 2005 Education Act and that this sets out the expectations and process in relation to the conduct of those inspections.
- The GwE Challenge Advisor provided the SACRE with a revised copy of the Action Plan based on its 2014/15 Annual Report and the matters which have arisen during 2015/16 and she said that she would elaborate on the contents of the Plan under item 7 on the agenda under which she would be providing the SACRE with an update on this and other relevant developments.
- With regard to RE provision and planning at Ysgol Garreglefn which the SACRE had requested that the GwE Challenge Advisor keep an oversight of, the Officer said that she had visited Ysgol Garreglefn to scrutinise Religious Education provision and had made recommendations thereon. As there had been changes in the staffing at Ysgol Garreglefn she intended to re-visit Religious Education provision at the school.
- The Chair confirmed that the Head teacher of Ysgol y Bont had accepted the invitation to attend a meeting of the SACRE to give a presentation on the school's RE provision but that the details of his attendance remain to be confirmed.
- The Primary Education Officer confirmed that the letter which the SACRE requested be sent to the WJEC regarding the provision of INSET arrangements for the new GCSE course and the availability of Welsh medium resources for the new A Level course had been drafted but might require adapting.

Mrs Mefys Edwards, Ysgol Syr Thomas Jones informed the SACRE that the new A Level syllabus commences in September, 2016 and that she had learnt informally that materials for the new specification are unlikely to be ready until the end of October and that there is no confirmation regarding the availability of Welsh medium materials. Training provision for teachers for both the new GCSE (commencing in September, 2017) and A Level Course syllabus has been made but attending the A Level course training in October entails a cost in the region of £200 for one member of staff and in practice means that schools will incur a

further £250 cost to engage a supply teacher. There is concern that many schools will find this unaffordable. Mrs Mefys Edwards also reported that GwE has introduced a system of “Lead Practitioners” which means that for every subject there will be 3 Lead Practitioners – one for each Hub in Gwynedd/ Anglesey, Conwy/Denbigh and Flint/Wrexham. In addition, one of the three has been appointed as Lead Regional Practitioner who will be responsible for co-ordinating support across the region. Mrs Edwards said that she would be taking on the role of Lead Regional Practitioner for Religious Education and Lead Practitioner for Gwynedd and Anglesey and that she would be in contact with the GwE Challenge Advisor and would be in a position to update the SACRE on developments.

The SACRE was agreed that the letter which it had proposed at the last meeting be sent to the WJEC be revised to address the concerns regarding the cost to schools of releasing RE teachers to attend training for the new A Level course syllabus in terms of both meeting the cost of the course itself and the cost of providing cover for the absent teacher in the classroom.

ACTION ENSUING: Primary Education Officer in consultation with the Secondary Head teacher/teacher representatives on the SACRE to re-draft the letter to the WJEC to also include representations regarding the cost of the teacher training for the new A Level course syllabus as well as the need for Welsh medium materials to be made available in time for the commencement of the course.

5. ESTYN INSPECTIONS SPRING 2016

The relevant information from Estyn inspections undertaken at Ysgol y Ffridd and Ysgol Pencarnisiog was presented for the SACRE’s consideration.

The Primary Education Officer confirmed that there were no issues arising with regard to Ysgol y Ffridd. Ysgol Pencarnisiog is currently subject to monitoring by Estyn and the Inspector has recommended in the inspection report that the school should ensure that schemes of work respond fully to the requirements of the National Curriculum and the syllabus for Religious Education.

The GwE Challenge Advisor said that she had visited Ysgol Pencarnisiog recently in order to scrutinise pupils’ books and schemes of work. She could confirm that there is plenty of evidence of Religious Education in the children’s work books in the Foundation Phase and evidence of Religious Education in KS2 work books. The element that needs to be strengthened is the continuity and co-ordination of planning. To this end the Head Teacher of Ysgol Pencarnisiog in her role as co-ordinator has visited another school to gain insight as regards practice and to work with another teacher with a view to mapping out RE provision across Ysgol Pencarnisiog. The school will have a new teacher in KS2 in September.

It was agreed to note the information presented.

NO FURTHER ACTION ENSUING

6. SCHOOL SELF-EVALUATIONS

The Religious Education self-evaluation reports provided by Ysgol Pencarnisiog and Ysgol Syr Thomas Jones were presented for the SACRE’s consideration.

The SACRE welcomed the self-evaluation of Ysgol Pencarnisiog as an honest and fair assessment of the school’s provision for and outcomes in Religious Education and it re-emphasised its supporting role noting that it looked forward to receiving an update on progress from Ysgol Pencarnisiog in due course.

Mrs Mefys Edwards guided the SACRE through the self-evaluation of Ysgol Syr Thomas Jones and highlighted areas of achievement and good practice in RE under the principal headings as well as areas for development. She referred to collective worship practices at the school and said that collective worship is held daily on a whole school basis apart from on Wednesdays when sessions are held with tutors within class which might for example involve discussion about a piece of news

which is then used to prompt reflection. The readings and themes at collective worship sessions are predominantly Christian in nature. Sessions are taken by the Head Teacher on Mondays; by the pupils themselves on Tuesdays and Thursdays and by a member of the school's Senior Leadership Team on Fridays.

The SACRE acknowledged the self-evaluation as a comprehensive and detailed report. With regard to RE self-evaluations that remain outstanding, the Primary Education Officer said that three had been submitted in the last few days and would be presented to the next meeting. Alternative ways of obtaining information about the standard and provision of RE at those schools who have not submitted self-evaluation reports need to be considered e.g. by conducting visits.

The GwE Challenge Advisor informed the SACRE that she had adapted the guidance this year to reflect the emphasis on the Literacy and Numeracy Frameworks and to promote consistency in terms of method and contents. A section for reflecting on the standards in skills including literacy, numeracy, ICT and thinking has been included.

The Chair said that he had attended a collective worship session at Ysgol Bodffordd where the Good Samaritan was the theme. The Primary Education Officer said that he would contact schools in the new term in September to ask them to consider inviting Members of the SACRE to observe collective worship periods.

It was agreed to note the self-evaluation reports of Ysgol Pencarnisiog and Ysgol Syr Thomas Jones, Amlwch and to thank the two schools for providing them.

ACTIONS ENSUING:

- **The SACRE to be provided with an update on progress at Ysgol Pencarnisiog in relation to RE provision, planning and outcomes in due course.**
- **GwE Challenge Advisor to draw up a list of schools already visited by Members of the SACRE as part of the agreed monitoring practice of observing collective worship periods.**

7. UPDATE BY THE GWE CHALLENGE ADVISOR

The GwE Challenge Advisor reported as follows:

- That the SACRE's Action Plan is based on the 2014/15 Annual Report and the recommendations made therein. The priorities of the Action Plan are noted below and it is suggested that these continue to form the basis of the SACRE's work in 2016/17. The Officer explained how it was proposed each priority would be met and how that would be evidenced; the planned outcomes as well as the body/personnel responsible for ensuring that the necessary actions are taken be that the Local Authority, the GwE Challenge Advisor or the SACRE's Members themselves. The Officer also updated the SACRE on actions and progress to date under each priority heading as well as actions planned for the coming months.
 - Develop good leadership in Religious Education and collective worship
 - Respond to the Donaldson Successful Futures report as it relates to Religious Education
 - Support secondary teachers as they prepare and deliver the new GCSE syllabus
 - Promote good quality collective worship
- That primary schools make extensive use of the INCERTS tool for tracking and assessing pupils' performance and progress and that it is used to inform teacher assessments primarily but not exclusively, in Welsh, English, Maths and Science. It has become apparent that teachers are inadvertently using level descriptions for an outdated Roman Catholic RE syllabus instead of those for the agreed National Exemplar Framework for RE due to the fact that they have to select the appropriate set of level descriptions and are being mistakenly directed - via the numerous options available - to the incorrect set. The GwE Challenge Advisor sought the SACRE's approval to alert schools to this error and to advise them to use the level descriptions for the National Exemplar Framework.

It was agreed –

- To note the update.
- To endorse that the priorities of the Action Plan as presented continue to form the basis of the SACRE's work in 2016/17.

ACTION ENSUING: GwE Challenge Advisor to advise the county's primary schools by letter of the need when using the INCERTS tracking programme, to ensure they select the appropriate set of level descriptions for RE pertaining to the National Exemplar Framework.

8. WALES ASSOCIATION OF SACRES

The following documentation was presented and was noted by the SACRE:

- The minutes of the meeting of the WASACRE held in Haverfordwest on 8 March, 2016
- The minutes of the meeting of the WASACRE's Executive Committee held in Cardiff on 10 May, 2016
- The agenda for the WASACRE's meeting in Rhyl, Denbighshire on 23 June, 2016. It was noted that the draft minutes had not as yet been circulated.

9. NEXT MEETING

It was noted that the next meeting of the SACRE would be held at 2:00 pm on Tuesday, 11 October, 2016.

**Councillor Dylan Rees
Chair**

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Agenda Item 5

Ysgol Beaumaris July 2015

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

- The self-appraisal is based on lesson observations, evaluations of pupils' work and interviews with pupils.

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

Standards in Religious Education – progress in learning

THE FOUNDATION PERIOD

The pupils' ability to discuss and recall develops gradually at the beginning of the Foundation Period and by the top of the Foundation Period the majority are able to discuss and ask meaningful questions in considering ability age.

The majority are able to speak about their feelings their actions and their opinions by the end of the Foundation Period and around a few describe and offer simple comments on other people's viewpoints.

The pupils' ability to use simple religious vocabulary across the Foundation Period is developed and a minority of pupils begin to come to acknowledge that there is a deeper meaning to religious symbols

KEY STAGE 2

At the bottom of Key Stage 2 many can recall, respond and communicate simply some of the beliefs, teachings and basic religious practices investigated. MAT pupils begin to note what is similar and different in religions.

At the top of Key Stage 2 a few of the pupils are able to describe some beliefs, teachings and religious practices. A few are able to discuss meaningfully how aspects of religion affect believers' lives. A minority of the pupils can make good links between beliefs, teachings and religious practices describing the effect on the lives of believers and noting what is similar and different within and across religions.

At the beginning of Key Stage 2 many of the pupils are able to describe their feelings, their actions and their own opinions and offer simple comments on other people's viewpoints. The majority are beginning to acknowledge that there is meaning to religious symbols and they use simple religious vocabulary appropriately.

At the top of Key Stage 2 the majority of pupils are able to explain how their own feelings, actions and opinions affect their lives, and describe how other people's viewpoints in the same way affect their lives. They use a range of appropriate religious vocabulary and show a basic understanding of symbolic language.

At the bottom of Key Stage 2 a minority are able to speak and ask questions about their own experiences, the world around them and aspect of religion. They are able to discuss the questions that arise from their experiences offering their own opinion honestly. Very few of the pupils begin to acknowledge that basic religious questions are often complex and that the answers often are partial and indefinite.

At the top of Key Stage 2 the majority of pupils are able to discuss their own and others' responses to questions about life, the world around them and religion. The minority of pupils are able to express and justify their ideas and opinions about basic questions. According to their own investigations and experiences about half the pupils acknowledge that basic religious questions are often complex and the answers are often partial and indefinite.

There is evidence in the pupils' books and the monitoring findings of the teaching and learning show that standards are good across the school. Educational visits to St Asaph Cathedral has raised the pupils' enthusiasm towards the area and had therefore maintained good standards that is evident in their work in books and on a display wall.

Matters for attention

FOUNDATION PERIOD

- Continue to develop the pupils' vocabulary and activity to question sensibly.
- Develop an understanding of the effect of religion on believers' lives by the end of the Foundation Period.

KEY STAGE 2

- Continue to develop pupils' skills to meditate, identify, respect different standpoints and beliefs and to appreciate the similarity between religions

Excellent		Good	v	Adequate		Unsatisfactory	
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Key question 2: How good is the provision in Religious Education ?

- Self-appraisal should consider the following indicators: the time given to the subject, subject information, the teachers' specialism and professional development, the suitability of the study programme and the range of the learning resources used.
- Evaluation of lesson observations and pupils' work allows head teachers and heads of department to come to an opinion about the quality of teaching in Religious Education lessons in the school, and the degrees to which the pupils have been encouraged to attain high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for the Foundation Period learners as well as Religious Education in KS2.

References: ESTYN's Inpection framework Sections 2.1 and 2.2 and the Local Agreed Syllabus

The teaching: planning and a range of strategies

THE FOUNDATION PERIOD

- Foundation Period teachers are familiar with the national exemplary framework for presenting Religious Education. They have identified the specific skills that involve people, beliefs and questions through the areas of Knowledge and Understanding of the World and Personal and Social development Welfare and Cultural Diversity.
- Foundation Period plans on the basis of the above awareness has incorporated people, beliefs and questions within these two areas and across the other learning areas.
- The activities have been planned carefully across the Foundation period and show continuation from one class to the other and as a result there are strong experiences at work .
- A range of experiences are offered to give every opportunity for the pupils to make progress in knowledge and understanding and discussion and reasoning skills in the area.
- Story resources, reference books, non-fiction books, large books, artefacts, ICT resources,

visits/visitors to the school all create interest and enrich the provision in the area.

The Religious aspects within the areas are provided appropriately in the Foundation Period

KEY STAGE 2

- An hour a week is set aside for Religious Education across Key Stage 2. In some themes the area is given deeper attention and as a result the school teaches the area by adapting the timetable from one term to the next.
- The school makes use of resources from the library that further deepen the teacher's understanding of the area. The provision is good across the stage.
- Appropriate plans ensure progression and development. Pupils' questioning skills develop well in discussing big questions and ensure depth in many pupils' understanding.
- Assessment for learning methods at work is an important contribution in providing differential tasks.
- Good advantage is taken of the opportunities to take the pupils out on visits to places of worship and to invite visitors to discuss Religious Education matters with the pupils.

The quality of teaching and the provision in Key Stage 2 is good.

Matters for attention

THE FOUNDATION PERIOD

- Continue to offer a wide range of interesting and valuable experiences.
- Give better consideration to encouraging pupils to develop thinking skills.

KEY STAGE 2

- Strengthen challenging and extended tasks for the more able pupils in each class.
- Encourage every pupil to meditate on the learning.

Excellent		Good	√	Adequate		Unsatisfactory	
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Collective Worship

How good is the provision for collective worship?		
Does the collective worship conform with statutory requirements?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>References: ESTYN's Inspection Framework Section 2.3.1, 'Supplementary guidance on Inspecting Collective Worship in non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)</p>		
<p>Good characteristics in relation to the quality of Collective Worship</p> <p>Collective Worship is provided that follows the common tradition of the Christian faith daily in school. The Collective Worship is held on a class level once a week and four times as a whole school in the hall. Parents are given the right to excuse their children from the worship and their background is taken into consideration in providing for the worship. No family has chosen to do so for several years.</p> <p>Moral, spiritual and belief aspects are inspected whilst at the same time nurturing a community spirit and promoting inclusive ethos and values.</p> <p>The pupils will have an opportunity to do one or several of the following during the Worship:</p> <ul style="list-style-type: none"> • Meditation that includes listening, watching or meditating on motivation, presentation or conversation by a member of staff or guest speakers. • Praying • Singing • Reading • Acting <p>Over recent years Collective Worship has made a significant contribution to the pupils' spiritual, moral, social and cultural development. Advantage is taken of opportunities to develop aspects of PSE, World-wide Citizenship and the Welsh Curriculum as part of the Worship. Creating an ethos that is different to the school's everyday ethos takes place in every session. This is important for the school in order to share warnings of quiet respect.</p> <p>On the whole the provision is consistently good.</p>		
<p>Matters for attention in relation to the quality of the Collective Worship</p> <ul style="list-style-type: none"> • Share responsibilities so that the whole teaching staff have an opportunity to lead in relation to Collective Worship • Present more opportunities for singing together. 		

- **Ensure that the services do not go overtime.**

Excellent		Good	√	Adequate		Unsatisfactory	
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Ysgol Gynradd Brynsiencyn

Brynsiencyn
Anglesey
LL61 6HZ



Ffôn / Tel
01248 430457

Ysgol Brynsiencyn's Self-Appraisal Plan - Religious Education

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

The self-evaluation is based on lesson observations, evaluations of pupils' work and teacher assessments.

Standards in Religious Education – increase in learning

THE FOUNDATION PERIOD

The pupils' ability to discuss and recall is developing well at the beginning of the Foundation Period and by the end of the Foundation Period nearly everyone (90%+) is able to discuss and ask questions relevant to religious stories, include morning services or moral aspects in Circle Time. The majority (90%) can talk about their feelings and by the end of the Foundation Period around a half describe and offer simple observations on standpoints that are religious in nature. Simple religious vocabulary is developed across the Foundation Period through Bible stories and services and a minority (30%+) of pupils are beginning to come to acknowledge that there is meaning to religious rites and symbols that affect the lives of believers. A minority (40%) of the pupils make contact between beliefs, teachings and religious practices describing the effect on believers' lives and noting a number of the aspects that are similar and different in and across the religions.

In the bottom of Key Stage 2 the majority of pupils (90%) are able to describe their feelings, their actions and their own opinions and offer simple observations on other people's viewpoints and people of different beliefs they have learnt about. The majority are aware that there is a meaning to religious symbols and they will use simple religious vocabulary in lessons and morning services.

At the end of Key Stage 2 a minority of the pupils are able to explain how their feelings are, their own actions and their opinion and belief affect their lives, and describe how other people's viewpoints and values are able to affect their lives. They are using a range of religious vocabulary suitably and show a basic understanding of symbolic language.

At the bottom of Key Stage 2 the majority (90%) are able to speak and ask questions about their own experiences, the world around them and aspects of religion. They are able to discuss the questions that arise from their experiences offering their own opinion. Through information about beliefs studied in the themes a few (20%) of the pupils are beginning to acknowledge that religious questions are often complicated and difficult to understand.

By the end of Key Stage 2 the majority (60%) of the pupils are able to discuss their own and others' responses to questions about life, the world around them and religious aspects. A minority of the pupils are able to express and justify their ideas and opinions about basic questions.

According to their own experiences about half the pupils acknowledge that basic religious questions are often complicated and because of that are uncertain in their discussions.

There is evidence in the children's books showing that standards are good across the school.

Matters for attention

FOUNDATION PERIOD

- Develop religious vocabulary.
- Nurture opportunities to express simple opinion by the end of the Foundation Period.
- Develop ideas regarding the effect of religion on people's lives.

KEY STAGE 2

- Develop ideas regarding the effect of religion on people's lives in different parts of the world and different religions.
- Ensure that the tasks provided for end of Key Stage Two pupils 2 are challenging for developing rational ability to be able to discuss the big religious questions

Excellent		Good	√	Adequate		Unsatisfactory	
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The school ensures a caring community and guards every pupils' welfare, and good attention is given to spiritual and moral aspects in the morning services that satisfy the statutory requirements. The pupils are given opportunities to contribute in internal services and external concerts that reveal themselves in the ability of the majority of pupils to contribute confidently. Good opportunities are organized for the pupils to meditate and think about others who are less

Key Question 2 – How good is the provision?

2.1 Learning experiences quality indicator

2.1.1 Satisfy the needs of learners and the wider community

fortunate than themselves by ensuring

Activities and opportunities to support a range of charities and good causes - NSPCC, Children in Need, Red Nose Day, Christmas Box Campaign, and by the end of Key Stage 2 nearly every pupil is aware of the importance of the Christian movements and values.

The pupils take part in concerts and services in the village regularly and we will invite the parents and friends to events in school. The majority (90%), across the age range benefit from these opportunities to take part and perform in formal situations and increase in their appreciation of their village and its establishments.

The pupils' moral development is nurtured when we invite Ministers, the Reverend Geraint Roberts and the local Vicar, the Reverend Eric Roberts to hold morning service or to talk with the pupils about religious rites. We also hold a Thanksgiving Service and Christmas service in school in the chapel or church. This gives valuable experiences to all pupils with the majority by the end of Key Stage 2 having strengthened and developed their understanding of religious studies studied in the curriculum to the expected level.

Matters for attention

FOUNDATION PERIOD

- Continue to create more opportunities for discussing religious aspects.

- **Hold more opportunities for the local Vicar/Minister to come and discuss his work /the church/chapel in class.**

KEY STAGE 2

- **Since the pupils who attend a chapel or church are very limited hold more opportunities for the local Vicar /Minister to come and discuss his work and religious aspects.**

Excellent		Good	√	Adequate		Unsatisfactory	
Collective Worship							

How good is the provision for collective worship?

Morning services follow a traditional Christian procedure daily in school. A whole-school collective service is held daily.

Parents are given the right to excuse their children from worship according to their belief.

Moral, spiritual and Christian belief aspects are encompassed .

The pupils have opportunities to carry out one or several of the following during the Worship:

- Meditation that includes listening, watching or meditation on presentation or a chat from a member of the staff or guest speaker- the local vicar is invited at least three times a term.
- Praying
- Singing
- Reading

The pupils' awareness of world-wide citizenship is raised and developed through a number of activities, including learning about beliefs and religion in foreign countries through the curriculum. In Circle Time and Morning Service reference is made to disasters such as famine, Tsunami etc to draw attention and try and get the pupils to understand about the basic things in life that we take for granted. Around half the Foundation Period and many (+70%) of the Junior Department listen and give good feedback.

The pupils are given opportunities to learn and meditate about the effects of poverty and famine on children throughout the World. There will be opportunities to raise money across the school to learn about work and contribute to charities that include: Children in Need, The Heart Campaign, Red Nose and Operation Christmas Child. The school's arrangements promote spiritual, moral, social and cultural development well with ** .

There is a spiritual aspect to our services and many (70%) of the pupils contribute effectively by sharing feelings at the time.

Circle time sessions are held in every class and good opportunities are ensured to meditate, enquire and express opinion – it is estimated that many (70%) declare benefit from these activities.

The PSE provision as well as the school's daily practices promote values such as honesty, tolerance and fairness.

There is a healthy link between local movements –Home for the Elderly, the Chapel, the Church and the Cylch Meithrin (Nursery Circle) and the pupils are very aware that these movements are active in the village.

On the whole Collective Worship makes a significant contribution to the spiritual, moral, social and cultural development of most of the little children.

Matters for attention in relation to the quality of Collective Worship

- **Develop the pupils' input individually and plurally to services regularly**
- **Follow a procedure to match the term's themes – classes to hold services in order and regularly**
- **Ensure that responsibilities have been shared with the whole staff understanding their responsibilities.**

Excellent		Good	√	Adequate		Unsatisfactory	
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Religious Education: Ysgol Uwchradd Bodedern

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

Standards in Religious Education – progress in learning

Key Stage 3

Provision

By the end of KS3 the pupils have received opportunities to develop their skills, information and understanding of Christianity and the world's main religions and use these to ask and respond to basic human and religious questions doing so through the subject's three core skills. The pupils are given opportunities to deal with basic questions such as 'Is there life after death?' and 'What is the meaning of life?'. Every pupil in KS3 has an opportunity to inspect religious beliefs, teachings and customs e.g. birth rites, celebrations, creation and life stories and life after death. Pupils enjoyed learning of various religious responses to basic questions as above and why pupils live their lives in different ways in the wake of their beliefs. Every pupil is also given the opportunity without exception to express personal response on matters such as "Do you believe in miracles?" and 'Life is too short to be angry. There should be forgetting and forgiving every time'. They enjoy considering their own opinions and discussing various viewpoints with their peers in the lessons.

Results of KS3 Teacher Assessments

The Religious Education Department's KS3 results in 2015 were EXCELLENT. Considerable progress was seen in the Department's achievements as regards L5⁺, L6⁺ and L7⁺. 90.2% of pupils received L5⁺ which is a progress on 81.6% last year, and this is higher this year than the County (89.2%). Progress of 19.2% was seen over this year as regards the number of learners who achieved L6⁺. There was a reduction this year of 5.7% in the number of learners who achieved L7⁺, although the figure is high and reaches 20.5%. Even so, gaps exist in various pupils' performance against each other. There is a large gap of 10.5% between the boys and girls' performance. There was a gap also of 7.1% between L5⁺ achievement of FSM learners (85%) and their peers (92.1%) and a gap of 19.5% between the achievement of ALN pupils (76.9%) and their peers (96.4%). Despite these gaps, the majority of FSM learners (85%) and ALN (94.8%) have reached their target level with very few of the learners in both these categories excelling on their targets. This year, 100% of PMG learners achieved L5⁺.

Key Stage 4

Provision

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

Statutory Religious Education lessons are offered to every pupil in KS4. Some of the lessons are

being taught as part of the Welsh Baccalaureate qualification and subjects such as abortion, euthanasia, human dignity, war and peace, marriage and divorce are discussed. As well as this Religious Education lessons are offered in Year 11 where the emphasis is on holding discussion and dealing with subjects such as relationships and responsibility, human identity, how religion and culture inspire engagement, and place, purpose and value of life.

GCSE results

The Religious Education department's GCSE results in 2015 were GOOD. The Department saw that every learner succeeded by attaining 100% TL1 that is comparable to the County's TL1 performance of 100%. Considerable progress of 16% was seen in TL2 performance since last year with 73% achieving it this year in comparison with 57% in 2014, even so it was not succeeded in attaining the school's internal target of 91%. Since only 11 pupils sat the GCSE examination this year, one pupil underachieving has an effect of 9% on the results. The girls' TL2 performance is higher (62.5%) in comparison to last year (50%) but lower than the county's girls. The boys' TL2 performance has been 100% in 2013, 2014 and again in 2015 that is considerably higher than the county's boys' performance (81%). The numbers who achieved excellence grades have reduced a little since last year from 21.4% in 2014 to 18.2% this year but it is considerably higher than the percentage in 2013 (9%).

Key Stage 5

Provision

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

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

Advanced Contributory and Advanced Results

2015 KS5 Religious Education Department results are ADEQUATE. It was seen that 75% of the learners had achieved A*-E that is considerably lower than the 100% who had grades A*-E last year. 100% of the boys succeeded in having A*-E in the Advanced and Advanced Subsidiary Levels. The results this year are very disappointing in comparison to the County but nearly every pupil succeeded in attaining their internal targets however low they were.

Matters for attention

Close the gap between FSM pupils' achievement and their fellow pupils.

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

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

Ensure regular use of tagging on the school system.

Continue to hold tests regularly in order to ensure that they learn their work and contact the

home if the pupils underachieve considerably in tests.
 Pupils continuing to practise answering previous examination papers regularly and secure enough opportunities to practise answering examination questions.
 Trial and review more Mind Development strategies in order to raise the pupils' standards and achievement.

Excellent		Good	v	Adequate		Unsatisfactory	
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Religious Education

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

The teaching: planning and a range of strategies

Key Stage 3

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

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

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

The activities have been planned carefully offering the best possible opportunities to develop and build on the skills and knowledge and understanding of prior learning.

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

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

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

The pupils will have an opportunity to visit a chapel and church in the village and guest speakers are asked to come to school occasionally.

Charities such as Operation Christmas Child are invited into the school and the pupils are encouraged to contribute by making boxes for the pupils in need.

A Skills Week is held annually in Ysgol Uwchradd Bodedern that includes an awareness-raising activity of Fair Trade work for Year 8 pupils and workshops from Christian Aid and the Red Cross.

Key Stage 4

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

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

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

Statutory Religious Education lessons are offered to every pupil in KS4. Some of the lessons will be taught as part of the Welsh Baccalaureate qualification and subjects such as abortion, euthenasia, human dignity, war and peace, marriage and divorce are discussed. As well as this Religious Education lessons are offered in Year 11 where the emphasis is on holding discussion and dealing with relations responsibility, human identity, how religion and culture inspires engagement, and place, purpose and value of life.

It is ensured that the pupils have plenty of opportunity to practise previous examination papers in the lessons and have regular tests in order to prepare the pupils thoroughly for the examination.

The pupils who follow the subject to GCSE are given the opportunity to visit a synagogue in Liverpool and a chapel and church in Bodedern.

Key Stage 5

4 lessons a week are set aside for Advanced Subsidiary and Advanced Religious Studies Standard.

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

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

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

The students who follow the subject to AS and Advanced level are given the opportunity to go on a visit to the Buddhism Centre in Manchester annually and a visit is organized with Auschwitz in Poland every two years together with the History department.

Statutory Religious Education is offered through a number of ways in key stage 5 e.g. through part of the Welsh Bacalaureate, PSE lessons and Wales Europe and the World. Subjects such as nature as opposed to nurture are discussed, the meaning and purpose of life, relationship and relationships breaking down, Fair Trade, different ways that countries can, either together or singularly, work towards improving international co-operation and understanding.

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

Matters for attention

Close the gap between FSM pupils' achievement and their fellow pupils.

Attract more pupils to choose the subject to GCSE level and AS and Advanced Level.

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

Ensure consistent use of tagging on the school system.

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

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

Trial more Mind Development strategies and review in order to raise pupils' standards and achievement.

Excellent

Good

v

Satisfactory

Unsatisfactory

Collective worship

How good is the provision for collective worship?

Does the collective worship conform with statutory requirements? Yes v

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

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

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

- Meditate by listening to a presentation/reading by a member of staff or guest speaker
- Meditate by watching an electronic presentation on the white board e.g. slideshow,

piece of film

- Pray
- read

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

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

On the whole the provision is good with some excellent aspects.

Matters for attention

- emulate the excellent practices in every service

Excellent		Good	v	Adequate		Unsatisfactory	
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Gwella / Section 50
Statutory Inspection
Of
Church in Wales Schools
(GWELLA)

Model Self-Evaluation Document



Revised version September 2013

Self-evaluation of a church school's distinctiveness remains as important as ever and schools are encouraged to be creative as they seek to demonstrate the impact of their Christian character on the daily life of the school. The completion of a self-evaluation document can be helpful to teachers, governors and, of course, school inspectors.

Schools are becoming increasingly creative in their use of self-evaluation using, for example, photographs, mind maps and Christian values, in addition to more traditional forms of evaluation, to assess the impact of their school's character. This document seeks to allow that creativity to flourish by not being over-prescriptive; leaving much to the professionalism of the headteacher and staff.

The main focus of a successful evaluation should always be on the impact. Whilst schools are rightly proud of the things they have provided for their children it is the difference which is made by this provision which really matters.

Church school inspectors will not expect this document to tell the whole story of a school and schools should not feel under pressure to do so. The inspector will gather a range of on-site self-evaluation evidence which may include annotated collections of photos; mind maps; class reflection books etc. This, together with discussions, observations and other documentation will enable inspectors to assess the accuracy of the school's own evaluations.

Schools are at liberty to devise their own ways of summarising the evaluation of the school's distinctiveness. Dioceses may also offer their own guidance. This document is offered by the National Society as a model which may be used in conjunction with the Inspection Evaluation Schedule (November 2013). It has been trialled by schools many schools found it helpful.

Self Evaluation

Revised July 2016

Name of school: Ysgol Y Parchedig Thomas Ellis

SCHOOL CONTEXT

This is an opportunity for you to provide a few bullet points to explain the context of your school.

[You may wish to comment on: School status (including any recent change in status and funding agreement) NOR; social and economic circumstances; staffing changes; pupils with disabilities/learning difficulties etc.]

The school of Ysgol Y Parchedig Thomas Ellis is a Voluntary Controlled Church in Wales school, located in the parish of Holyhead. The school is in the Community First Catchment area.

There are 110 full time pupils and 21 part time nursery pupils. They are organised into 5 classrooms, 2 in KS2 and 3 in the FPh. The school also provides an additional learning needs classroom which facilitates the catchment of Holyhead. In addition we also have two extra classrooms set up as target groups with a turnover of children who are targeted from the main classrooms.

As the school is in a 'Flying Start' area and has a Cylch Meithrin,

All but a few of our pupils come from English speaking homes and a few families are from ethnic minorities.

We have 44% of pupils on free school meals which is considerably higher than the national average and the family.

We have 18.18% of children on the Additional learning needs register. 5.4% on statement.

THE VISION AND VALUES OF THE SCHOOL

[You may wish to draw upon or include the school mission statement, values statement or school aims as agreed by the school community.]

"School and community working together to promote Christian Values"

The school vision is based upon the seven Christian Values.

Hope, Peace, Wisdom, Friendship, Thanksgiving, Respect, Perseverance

We emphasise the importance of the partnership between pupil, school, home and community. The school has a conviction that parent/guardians have a vital role to play in the education of their children. The partnership between parents/guardians and teachers working together is recognised to be a beneficial factor in aiding pupils progress and development at school. The school has a special distinctiveness, the sense of being part of a larger family is a reminder of the purpose of their church foundation.

We provide a happy school environment, where all pupils, whatever their background or ability, has the opportunity to develop to their full potential.

We prepare our pupils to be responsible citizens that take an active part within their community.

School Ethos

The school serves the local community. The school hope that all who are directly involved with the school will feel themselves to be members of the school community that is characterised by a loving concern for each other. We hope that each pupil will be happy and will discover that a loving and friendly community exist here which will allow them to grow and flourish. It is also hoped that they will in the

same way, be able to make a valuable contribution to the life of the school.

We pride ourselves that all visitors to our school acknowledge the sense of the happy Christian Ethos that exists here. As a result of this, new families settle and become part of our school community quickly and smoothly.

Each class boast a busy working atmosphere which re-enforced by colourful and interactive displays of children's work. This ensures an inviting environment for pupils to learn.

The teachers and support staff in the school are committed to the development of our pupils. We expect high standards in behaviour and effort on all occasions.

The Curriculum and other planned activities develop the understanding of spiritual, cultural and social development.

SUMMARY

In about 50 words please summarise the distinctiveness and effectiveness of your school as a church school.

Ysgol Y Parchedig Thomas Ellis services its community through providing education of the highest standard within a Christian Ethos.

Ysgol Y Parchedig Thomas Ellis is a happy, caring and safe environment which nurtures and develops Christian Values.

The golden rule that is constantly re-enforced with the pupils is the importance of respect for one another.

PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION	
Schools may wish to add further points if required	
Focus for development 1: Maintain high standards in Collective Worship (Relates to Keyquestion 1 2 3 4)	
Action taken	Impact
Maintain the standards set.	Collective worship is effective and respected and has an important place in the School.
Visit other Church Schools to gain good practice in Collective Worship.	Pupils are more involved in Planning and reporting on Collective Worship.
Adopt Lincolnshire Diocesan Collective worship plans.	New ideas have engaged pupils further in Collective worship.
Adopt CD "Our Father God" provided by Church in Wales.	Pupils enjoyment in singing has improved and participation by all can be seen.
Focus for development 2: Maintain high standards in the teaching of Religious Studies (Relates to Keyquestion 1 2 3 4)	
Action taken	Impact
Evaluate existing schemes to ensure that they are aligned with the Church in Wales schools programme.	Clear structure has focused pupils education and has resulted in higher achievement.
Scrutiny of pupils work.	Ensures standards are kept in all classrooms and pupils achievement is maintained.
Observe teaching and learnig of RE.	Ensures high standards in the teaching of RE in line with new planning.
Self evaluate RE	Recognise areas for improvement and development in RE.
Develop attainment/assessment procedures for religious education	RE lessons ensure development of skills in accordance with outcomes and levels.
Create a folder of pupils RE work	Evidence show's pupils development of skills from N – Y6
Focus for development 3: Training opportunities given to staff on the teaching of Religious Education following the Syllabus of The Church in Wales (Relates to Keyquestion 1 2 3 4)	
Action taken	Impact
Godly Play training provided to two teachers who have cascaded to members of staff.	Pupils participation and enjoyment has flourished under the Godly Play scheme. It allows more time for reflection and more time for pupils to express themselves. Pupils gain good factual knowledge of Bible stories and the values they offer.

KEY QUESTION 1

How well does the school, through its distinctive Christian character, meet the needs of all learners?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- Learners' Achievement
- Christian Values
- Spiritual, moral, social and cultural development
- Relationships
- Understanding of and respect for diverse communities
- Religious Education

These prompts are taken from the Gwella/Section 50 Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

The School's vision is to provide an environment that ensures that each pupil thrives. The result of our tracking system (teacher assessment, INCERTS, national tests and internal tests) shows that all pupils have made progress in their personal targets and have built upon previous attainment. This has been achieved through thorough knowledge of the pupils and their needs and the excellent relationship with the pupils. The lesson observation and book scrutiny shows that pupils have a positive attitude towards their learning.

The school has worked hard to improve pupils attendance and punctuality by implementing an attendance policy and working closely with families and outside agencies. As a result the school's attendance has improved greatly. The school's attendance for the academic year 2014/15 was 93.2% and this year we are close to our target, attendance is 95.4% to date. Nearly every pupil arrive in school punctually.

The school's behavioural policy, which is reviewed annually, and the school's strong Christian Ethos that is promoted through the RE lessons, PSE and Collective worship has had a significant impact on pupils' behaviour and tolerance and respect for all. As a result there have been no fixed or permanent exclusions during the past two years or any racial or bullying incidents reported for the past three years.

The school works hard to ensure an appreciation of our Welsh and Christian heritage and this has created a strong foundation to appreciate other cultures. A link has been established between our school and a Olilio school in Uganda since 2011 following a visit by clergy from Uganda and then subsequently a return visit by the Headteacher in the Summer of 2014. Money was raised as part of the diocese's journey to Uganda. This has supported pupils understanding and respect for different cultures.

We have supported a number of charities, for example the sale of Burundi bears to buy bricks to build schools. During thanksgiving we also collected food which was donated to the local food bank. This has ensured pupils understanding of their role as Christians to help and support others.

The school's links with the Church are strengthened by volunteers who come and assist in activities in the school. Examples include, maintaining the school garden, reading with pupils and the running of Stepping Stones (an after school Sunday club). The school conducts weekly services which is provided by the Clergy from St Cybi's Church. Also we have regular visits by Church members providing Bible stories through 'Open the Book'. This has impacted on the pupils knowledge of Bible stories and their meaning and supported pupils to link these values into their own lives.

The school visits the Church of St Cybi regularly in order to strengthen the link between the school and the Church. Pupils attend the Church to celebrate Thanksgiving, Ass Wednesday, Stations of the cross, St Cybi's day and Ascension day. Year 6 also attend a day in Bangor Cathedral to celebrate their primary school success. As a result pupils have developed a good understanding of the Christian calendar.

The school's PSE provision including our collective worship promotes Christian values such as honesty, tolerance, fair play and respect. This is of an excellent standard. We also provide a reflection corner where RE work is displayed and also gives pupils the opportunity to reflect and evaluate.

The school follows the Church in Wales syllabus and this places emphasis on developing the pupil's understanding of the values of Christianity. The pupil's knowledge and understanding of Bible stories and their messages is very good. This has been helped by the inclusion of Godly Play.

Key Strengths

- Collective worship ensures a strong Christian ethos within the school.
- Links with the community enriches learning.
- Pupils work is showcased in school and in the local community.
- We collect pupil and parent questionnaires regularly in order to ensure they are happy with the school.
- A happy and homely environment in Ysgol Y Parchedig Thomas Ellis.

Development points

- refine assessing of Religious Education
- refine planning to ensure extended writing is promoted within RE (bearing in mind the new literacy framework)

KEY QUESTION 2

What is the impact of collective worship on the school community?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- The impact of collective worship
- The central attributes of collective worship
- The centrality of prayer and reflection
- The theological basis of collective worship
- The leadership and management of collective worship

These prompts are taken from the Gwella/Section 50 Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

At Ysgol Y Parchedig Thomas Ellis, the daily act of collective worship is viewed as an integral and important part of school life. The worship of the school is based on promoting the Christian values which permeate the ethos of the school. (See Collective Worship policy for full description)

Collective worship ensure continuity, diversity and a clear focus on the beliefs and Christian calendar. A variety of hymns are sung in our services and a candle is lit as a symbol and reminder of Jesus bringing light into our world. Pupils are encouraged to send the light to friends or family members. Through collective worship pupils are encouraged to contribute, share feelings and reflect on what was discussed. Pupils also have the opportunity to reflect on their own lives and the lives of others, consider the fundamental questions of life and reflect on their beliefs or their own values. Also opportunities are given to question and discuss matters that arise in our school, the community and wider world. These opportunities enable pupils to discuss their feelings, listen to others and respect and value other views and perspectives.

Collective worship provides an opportunity to praise good work, good attendance, good behaviour, talents and achievements and this reinforces a positive attitude. Through collective worship pupils gain self esteem that enables them to realise their full potential. Collective worship enables strong links with the local community.

Frequent visits by members of the Church and local community develop pupils awareness of cultural traditions of Wales along with other cultures of the World. Pupils are made aware of their social responsibility that is promoted to through humanitarian work for a number of charities e.g Operation Christmas Child, Send a cow, Brundi Bears.

Staff appreciate the importance of Collective worship and it's positive effect on their wellbeing. The strong Christian ethos allows for a productive teamwork environment that has a positive effect on pupils. During Collective Worship music is played to create an atmosphere conducive to worship and reflection. Collective worship always includes a time of prayer and/or reflection. A range of prayers are used including the Lord's Prayer. As a result, pupils are confident when expressing their spiritual beliefs. Pupils recognise religious symbols and respect the traditions of the Church as a result of Collective Worship.

Pupil have a good understanding of Christian values and are able to incorporate these into their daily lives. The majority of pupils, by the end of the FPh reach outcome 5 in Personal and Social development, Well Being and Cultural Diversity. By the end of KS2, the majority of pupils reach level 4 in RE. This

highlights that collective worship plays an important part in developing the "whole child". The moral issues raised in collective worship ensure pupils have a strong appreciation of the difference between right and wrong and take responsibility for their actions. The contributions of pupils in collective worship develops their confidence in performing in front of audiences.

On the whole Collective Worship makes a significant contribution to the pupils, staff and the wider community, developing them spirituality, morally, socially and culturally.

Key Strengths

- Collective Worship is an integral part of the school.
- Collective Worship has a positive impact on pupils, staff and the wider community.
- Knowledge gained through Collective worship is embedded in the pupils.

Development points

- Continue to embed Collective Worship policy and framework.

KEY QUESTION 3

How effective is Religious Education?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- Progress and standards based upon the school's performance data
- Quality of teaching and learning
- Quality of the curriculum
- Effectiveness of leadership and management in RE

These prompts are taken from the Gwella/Section 50 Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

Monitoring of teaching and learning showed that teaching of Religious Education is consistently good and pupils are developing as a result of this. Please see lesson observations for more detail. RE lessons have been assessed by stakeholders including the Bishop, Canon Robert Townsend, Governors and Senior Management. They were all happy with content and achievement in those lessons.

In recent services provided by external agencies, they have noted the pupil's ability in recalling and retaining RE information to be of a good standard.

Incerts assessment data for summer 2016, reports that 18/24 - 75% pupils have achieved an average of Outcome 5+ in both aspects of personal and social development which has aspects relevant to RE at FPh.

Incerts assessment data for summer 2016, reports 3/6 50% pupils achieved Level 4+ for RE at KS2. Pupils who did not achieve expected national levels did achieve personal expected levels.

RE planned over a two-year cycle for each class. School follow Church in Wales syllabus. The syllabus incorporates all aspects of the Christian Values and thus ensures a balanced approach to learning. The school is currently revising approach to the teaching of RE in order for it to be more of a cross curricular approach.

All classes have access to RE materials within the school. School has a RE corner for children to reflect. Godly Play is available within school - Two teachers have been trained in this. School makes full use of external resources from the Clergy and Diocese in order to enrich learning.

Scrutiny of pupils work shows that pupils are developing well in RE, however it is believed that more opportunities need to be given to develop extended writing within RE.

Key Strengths

Pupil's knowledge of RE is good.

Planning is constantly adapted to the needs of the learners.

Development points

Adapt plans to include a more cross curricular approach.

KEY QUESTION 4

How effective are the leadership and management of the school as a church school?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- Christian vision
- Evaluation and strategic planning
- Future leadership of church schools
- Partnership with key stakeholders

These prompts are taken from the Gwella/Section 50 Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

The school has a strong Christian vision. This was created and discussed by the school family. Collective Worship and RE lessons are based on the Christian ethos which is the foundation for our vision. This gives the pupils an opportunity to discuss and extend their knowledge, and to express the values in a variety of ways.

The quality of self evaluation and planning for improvement is very good and complete.

The school has well established and extremely effective self evaluation structures that are based on direct evidence in order to improve the quality of its provision and the standards achieved by pupils.

The head, Deputy head and every curricular leader visit lessons in a systematic way, concentrating on specific elements that are important for school strategy. They identify strengths and shortcomings. within the areas for which they are responsible, in order to plan for development in the future.

The comprehensive SDP is based soundly on the school's self evaluation system.

There is 3 year detailed timetable to realise priorities and 2 curricular areas and one whole school

evaluation are assessed each term – (this is flexible in order to deal with any issue that needs immediate attention) and each curricular leader is responsible for leading the evaluation within his/her subject/s. Their cycle of work includes reviewing teachers' planning notes, inspecting examples of pupils' work, evaluating the quality and quantity of resources and observing teaching directly.

There is a strong focus in the evaluation reports on the standards pupils achieve and on the quality of teaching. There are examples of the self evaluation system influencing progress.

The school's self evaluation procedure takes into account the viewpoints of pupils, staff, parents and interested parties.

Annually parents are sent a questionnaire that are scrutinised and any valid points given attention and consideration. Viewpoint of pupils is dealt with through the School Council – The School Council devised a questionnaire for pupils. Staff are aware of their role and through weekly meetings and performance management meetings are able to air their viewpoints.

The staff are subject coordinators as set out in SDP Co-ordinators cascade and share information with other staff.

Co-ordinators self evaluate subjects as well as organise time tables to:
collect samples of work, level them (as a body of staff) and build a portfolio
monitor the teaching.
report on the strength and weaknesses.
ensure weak areas are developed by creating a focus/priority area if necessary as seen in the SDP.

There is a strong link between the school and the Diocese's Education Officer Canon Robert Townsend who provides opportunities for teaching staff to develop professionally within RE for example Godly Play training and resources provided.

We also receive regular visit from the Clergy and the Diocese including visits from Bishop Andy John and Arch Deacon Paul Davies.

The church is represented on our governing body by foundation governors which ensures the Christian ethos is maintained and support is given on Christian values.

There is a good supply of RE resources at the school and where extra is needed, the school is in contact with the Diocese, Church and members of the church. We also make good use of the Church as an additional teaching resource.

Key Strengths

School's self evaluation.
The relationship between the school and its stakeholders.
The school's Christian Vision.
The Head and staff model and promote good behavior and the values that contribute effectively to creating an ethos in the school where the pupils and staff feel they are respected and appreciated.

Development points

Continue to develop links with other Church in Wales schools to discuss and good practice.

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Standing Advisory Council for Religious Education

**ANGLESEY
ANNUAL REPORT**

September 2015 - August 2016

Director of Lifelong Learning

Mrs Delyth Molyneux

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**SECTION 1:
EXECUTIVE SUMMARY**

SACRE's function in relation to Religious Education

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

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

1.1 Chairman's summary

Dylan Rees
Chairman, 2015-16

SECTION 2: ADVICE TO ANGLESEY EDUCATION DEPARTMENT

2.1 SACRE's function in relation to Religious Education

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

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

2.2 The Locally Agreed Syllabus

Gwynedd and Anglesey SACREs have adopted the 'National Exemplar Framework for Religious Education for 5-19 year old learners' as the Locally Agreed Syllabus for Gwynedd and Anglesey (2008).

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

Education Reform Act 1988 s.11 (1) (a)

2.3 How good are standards?

Anglesey SACRE monitors religious education and collective worship by:

- receiving a summary of a school's self-evaluation report in response to the key questions of ESTYN's Inspection Framework;
- analysing the Local Authority's teacher assessments and secondary examination results;
- reviewing ESTYN inspection reports for references to 'religious education' or 'collective worship';
- inviting teachers and head teachers to share their good practices with members in the termly meetings, and by
- accepting schools' invitations to attend a collective worship session.

2.3.1 Schools' self-evaluation reports

SACRE members resolved at their meeting on 14 February 2011, to continue to receive copies of schools' self-evaluation of religious education and collective worship and asked head teachers to use a revised template. Anglesey SACRE, Anglesey head teachers and members of the National Advisory Panel for Religious Education (NAPfRE) have approved the new template which was redrafted in response to the new ESTYN Inspection Framework (Appendix 3.5). The SACRE clerk, who is an Education Officer for Anglesey Council is responsible for distributing and collating the self-evaluation reports. A letter was circulated (11.06.14) to all primary and secondary schools to submit their self evaluation reports to Anglesey SACRE by 22 May 2015. 12 reports were submitted during 2015-16, representing 22% of Anglesey schools.

	2013-14	2014-15	2015-16
Number of reports	6/53	8/53	12/53
% of Anglesey schools	11%	15%	22%

Before 2013, CYNNAL developed guidance and an online template for primary and secondary schools to support teachers and head teachers in their self-evaluation. The supplementary materials included success criteria, lesson observation, book review guidance, data analysis, making judgements on standards and cross curricular skills as well as exemplar questions which could be used when interviewing pupils. The Challenge Adviser who supports Anglesey SACRE, held a self-evaluation workshop in Llangefni on 11 September 2014 in order to support new religious education co-ordinators.

Twelve self-evaluation reports were submitted to Anglesey SACRE during the year. Reports were received from ten primary schools: Bryngwran, Y Fali, Llanfechell, Rhosybol, Pensarn, Amlwch, Talwrn, Y Ffridd, Y Graig and Pencarnisiog., Canolfan Addysg y Bont (a special school) and Ysgol Syr Thomas Jones, Amlwch also submitted their self evaluation reports.

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

	How good are outcomes in Religious Education?				How good is provision in Religious Education?				How good is the provision for collective worship?			
	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory
Primary		6*	1			6*	1			10		
Special												
Secondary	1					1				1		
Total	1	6	1			7	1			11		

*Ysgol y Fali and Canolfan Addysg y Bont did not submit a concise judgement. Ysgol Llanfechell did not submit an evaluation of standards and provision of religious education.

The self-evaluation reports reflect the requirements of Gwynedd and Anglesey SACREs by submitting evaluative comments based on specific evidence. In the best examples, the commentary was measurable and quantitative and made references to the Locally Agreed Syllabus.

How good are outcomes in Religious Education?

The schools were able to identify good features such as:

Foundation Phase:

- Most Foundation Phase learners understand the main messages within religious stories, with a few able to explain the effect of these messages/lessons on individuals. (Amlwch Primary School)

- Most Y2 pupils can discuss religious vocabulary and artefacts well with a few able to do this very well. (Pensarn)
- Following visits to local places of worships, nearly all pupils are aware of the atmosphere and ethos of religious buildings, and by the end of the Foundation Phase the majority of learners can show an elementary understanding of religious symbols. (Talwrn)
- Most learners can talk about their feelings, actions and opinions by the end of the Foundation Phase and nearly half the pupils can describe and offer simple observations in response to the opinions of other people. (Y Fali)

Key Stage 2

- Evidence in children's books and the observations following the monitoring of teaching and learning show that standards are good throughout the school. (Rhosybol)
- Many of the children respond enthusiastically to the activities and enjoy a variety of experiences. Evidence shows that many securely achieve Level 4 and very few of the children achieve Level 5 by the end of the key stage. (Bryngwran)
- Most pupils in Y3/4 are beginning to appreciate the meaning of religious symbols and they make appropriate use of simple religious vocabulary. (Y Fali)
- By the end of KS2 most learners are able to note the features that are similar or different within religions. (Amlwch)
- The pupils of Y3/4 are able to discuss Islam and Christianity well and the ability of Y5/6 to ask and answer questions about the Jewish faith is good.
- Nearly all pupils contribute well to discussions and a minority express meaningful opinions in response to religious questions. Most pupils are able to discuss the lives of religious learners and can compare the contribution made by key individuals, e.g. Mother Teresa, Grace Darling and Dr Barnado. (Talwrn)
- Y3/4 pupils have a good knowledge of other faiths. They can connect symbols and religions and can discuss these with ease and understanding. They appreciated the religious values of specific groups of people and understand the global importance of respecting these values. Their detailed studies help them to appreciate the similarities between different beliefs. In years 5/6 they build upon their previous knowledge by extending their knowledge to include descriptions and practices of specific beliefs. (Y Ffridd)
- In the early years of KS2 the majority of pupils can ask questions and talk about their own experiences, while a few can ask questions about the world around them and express their own opinions. They are beginning to realise that religion can have a negative effect on their world. By the end of KS2, many pupils are able to discuss their feelings about life, the world and the effect of religion on the world. A minority are able to express and support their observations on fundamental religious questions, declaring that religion is complex and that there are no clear answers to many of the questions. (Y Graig)
- In the early years of KS2, most pupils can describe their feelings, their actions and their own opinions and offer simple observations on other people's opinions. (Pencarnisiog)

Special school

- ASDAN/Agored Cymru results (which include Religious Education) show that pupils make good progress across a wide range of aspects. This is supported by observations of the pupils in a range of practical situations, and in the significant progress noted in the accreditations 2012-15. (Canolfan Addysg y Bont)

Secondary school

- The performance at KS3 is good, KS4 performance is excellent and performance at KS5 is good. Book scrutiny exercises and lesson observations show that pupils make good to excellent progress in religious education across all key stages. (Ysgol Syr Thomas Jones)

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

- Deepen KS2 pupils' awareness of religious teachings and practices within a world wide context. (Talwrn)
- Develop the understanding of Foundation Phase pupils of how religion affects the lives of believers. (Rhosybol and Y Graig)
- Develop FPh pupils' ability to think creatively as they pose important human and religious questions (Penysarn)
- Develop pupils' understanding of the connections between religious beliefs, teachings and practices by describing the effect on the lives of believers and noting the similarities and differences within and across religions. (Pencarnisiog)
- Develop pupils' ability to explain and justify their ideas more effectively during 'circle time' and to express an opinion on how their learning affects them. (Amlwch)
- Prompt the learners to use a range of sources more effectively in order to present and support arguments and opinions. (Penysarn)
- Ensure that learners make effective use of religious vocabulary (Y Ffridd)
- Develop extended writing. (Bryngwran)
- Raise standards of boys at KS3 and the quality of specific examination answers submitted by the English medium pupils at KS4. (Ysgol Syr Thomas Jones)

How good is the provision for Religious Education?

The schools identified good practices such as:

- the religious education lesson observations that showed that the provision was consistently good and that the pupils benefit from wide and varied learning experiences. (Bryngwran)
- the Foundation Phase schemes of work that provided cross curricular activities within the areas of learning, e.g. the Nativity story in the 'small world area', Noah's Arch in the role play area. (Amlwch)
- the collective planning and development of Foundation Phase activities that show progression from one class to the next. (Y Fali)
- the encouragement given to Foundation Phase learners as they learn to respect sacred books and artefacts and learn about the stories and the significance of special religious events. (Y Ffridd)
- the wide range of experiences provided for Foundation Phase learners so that they can make progress in their knowledge and understanding as well as their discussion and reasoning skills. (Pencarnisiog)
- that all units of work start with the exploration of a 'big question' in order to develop learners' enquiry skills. Pupils are given cross curricular opportunities to study religious education within drama, art and language. (Amlwch)

- all KS2 year classes study a different religion (Y3 Hinduism, Y4 Judaism, Y5 Islam, Y6 Sikhism). This gives pupils an opportunity to discuss important festivals, clothing, places of worship, practices, beliefs, key people and then compare this with their own way of life, as well as the effect religion has on the world. This gives them an excellent opportunity to discuss the 'big questions'. (Y Graig)
- the way KS2 pupils come face to face with life's big questions, e.g. *Who are you? What's right?* In order to develop their enquiry skills. (Y Ffridd)
- the range of current, good quality resources and books available in the school. Video clips are also used to present aspects of the work. (Y Fali)
- the careful planning which focus on visits in order to enrich the learning, e.g. local places of worship, the Liverpool synagogue. This has had a positive effect on pupils' ability to make comparisons and to raise relevant questions. (Talwrn)
- the use made of visitors who share their experiences of pilgrimages and charitable work in other countries. (Rhosybol)
- the rich learning experiences provided for the pupils through special projects and initiatives, e.g. 'Llais Ni' (Anglesey's Youth Forum), 'Open the Book', 'Dragon Sports' 'Riding for the Disabled', 'Forest Schools'. This varied provision ensures that the learners enjoy learning and develop their essential and wider skills, particularly team work, respect and interacting with their peers and unfamiliar adults. They develop learners' confidence and helps them to overcome prejudices. These activities often lead to more permanent projects and activities that enrich the curriculum (Canolfan Addysg y Bont)
- the quality of the teaching, judged to be good/excellent based on detailed planning and a variety of teaching strategies which are used consistently throughout the department. (Ysgol Syr Thomas Jones, Amlwch)
- literacy has been mapped across the KS3 schemes of work and identify a specific focus for each term in order to develop various writing forms. This was developed alongside the Welsh department do allow pupils to use what they have already learnt within a different context. This has been judged as excellent practice.(Ysgol Syr Thomas Jones, Amlwch)

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

- revise the religious education schemes of work at Foundation Phase and KS2. (Y Fali)
- further develop pupils' awareness and exploration of the world's 'big questions' and ensure that appropriate time is allocated to the subject. (Bryngwran)
- ensure that the scheme of work is revised in order to ensure that enough time is allocated to religious education. (Penysarn)
- ensure progression within the KS2 schemes of work and use more 'big questions' in order to develop depth of understanding and pupils' enquiry skills. (Rhosybol, Pencarnisiog, Y Fali)
- continue to develop challenging activities for the more able pupils within each class. (Rhosybol, Y Ffridd)
- identify opportunities for pupils to explore cause and effect within the schemes of work. (Amlwch)
- share good practice. (Y Graig)
- continue to develop the department's Moodle website for all key stages in order to support and promote independent learning. (Ysgol Syr Thomas Jones, Amlwch)

How good is the provision of collective worship?

All schools conform to the statutory requirements.

The schools identified good practices such as:

- the school's timetable that clearly notes the Bible stories, stories about famous benefactors and themes that give the daily collective worship session a specific focus. (Amlwch)
- that the collective worship sessions promote pupil's spiritual development by giving them a 'special time', set apart from the ordinary activities of the school...so that children had the opportunity to reflect on their own feelings. (Bryngwran)
- the opportunities provided for pupils to discuss the 'big questions' and to present their work to the rest of the pupils. These allow them to develop moral questions, aspects of global citizenship and personal and social development. We stress the need to celebrate similarities and differences. (Y Fali)
- the opportunities provided for nearly all pupils to reflect, consider moral attitudes and spiritually respond to a religious stimulus, e.g. a talk given by a member of staff, a fellow pupil or a visitor. (Talwrn)
- the way the school uses a variety of resources in order to stimulate and promote religious or spiritual discussions. Some assemblies are more religious and Christian in their ethos. Bible stories or allegories are presented to the pupils, at other times moral messages are presented. At the end of each presentation, all the children are given the opportunity to contribute to the discussions or to share their experiences. Specific time is given in many of the collective worship sessions for pupils to reflect on the morning's message.
- The opportunities to explore morality, spirituality and faith while at the same time nurturing a community spirit and promoting ethos and values. (Rhosybol)
- The significant contribution made by collective worship to develop children's spiritual, moral, social and cultural development. Opportunities are also given to develop aspects of PSE, Global Citizenship and the Cwricwlwm Cymreig as an aspect of the worship. Most sessions succeed to create an ethos and atmosphere which is different from the school's daily activities. (Pencarnisiog)
- The varied presentations and assemblies that encourage pupils to come to fair and tolerant decisions as they explore the diverse society in which we live. (Canolfan Addysg y Bont)

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

- Further develop the ethos of the daily worship so that it always reflects something that is different from the daily activities of the school. (Y Ffridd)
- Strengthen the idea that the collective worship session is something important and devotional to all. (Y Graig)
- Build upon the good practice by providing more opportunities for pupils to independently provide a moral aspect to the collective worship sessions. (Talwrn, Bryngwran)
- Ensure that the good practices are replicated in all collective worship sessions. (Rhosybol)
- Ensure that pupils are able to discuss their beliefs and that a minority are able to discuss the moral message in each collective worship session. (Penysarn)
- Ensure a greater focus on developing global citizenship in the collective worship sessions. (Llanfechell)

- Discuss the collective worship sessions with all members of staff by organising non-contact time for them to plan collectively for these sessions so that themes can be identified which reflect the work and themes studied by the classes. (Y Fali)
- Delegate and share the responsibility and accountability of all members of staff in providing collective worship. (Bryngwran)
- Ensure that the class/Foundation Phase departmental collective worship session meets the statutory requirements. (Y Graig)

SACREs Recommendations to Anglesey Council

- Develop co-ordinators' and subject leaders' knowledge and understanding of RE and their management skills so that they can make improvements within their schools;
- Ensure that schools can access guidance and good practice that will improve religious education outcomes of their pupils and the quality of the religious education.

2.3.2 Teacher assessment and external examination results in the secondary sector

Teacher assessments: Religious Education KS3

Departments judge pupils' attainment on the basis of the year's work, specific assessment tasks and tests and use the findings of the national moderation programme (2013-12) and Welsh Government guidance to verify their judgements:

- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 and 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+	
		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°	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.

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

- All schools submitted end of KS3 teacher assessment data for Religious Education. The special 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 Anglesey SACRE. Consequently it is inappropriate to compare performances of schools. However, RE departments will be able to access data to show how their candidates performed in other subjects and are advised to use this information in their self-evaluation.

Good results

- 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?

- Encourage secondary departments to respond to any messages identified as a result of analysing schools' internal and external performance data;
- Ensure that religious education teachers are able to access the subject guidance of the WJEC examination board and provide opportunities for them to work together in order to prepare for the new GCSE and A level examination specifications.
- Facilitate professional learning communities for religious education teachers in order to share good practice, observe lessons and scrutinise books together or to establish meaningful partnerships with their colleagues within the primary sector.

2.3.3 ESTYN Inspection Reports

7 primary schools Anglesey were inspected by ESTYN during 2015-16

School	Date	Care, support and guidance (2.3) <i>Is there a reference to spiritual, moral, social and cultural development?</i>	Care, support and guidance (2.3) <i>Is there a reference to collective worship?</i>	Learning experiences (2.1) <i>Is there a reference to Religious Education?</i>	Working with partnership (3.3) <i>Is there a reference to local religious communities?</i>
Llanerch y medd	September	✓	✓ ¹	✓	✗
Y Borth	October	✓	✓ ²	✓	✓
Carreglefn	October	✓	✓ ¹	✓	✓
Rhosneigr	November	✓	✓ ²	✓	✗
Llandegfan	December	✓	✓ ²	✓	✓
Y Ffridd	January	✗	✗	✓	✓
Pencarnisiog	February	✓	✓ ²	✓	✗

1. The report refers to 'services' not collective worship sessions.
2. The reports refer to 'corporate' worship instead of collective worship

The reports note that:

- nearly all schools promote pupils' social, moral, spiritual and cultural development effectively;
- nearly all schools provide valuable collective worship sessions;
- many schools plan purposely in order to provide learning experiences that fulfil the requirements of the National Curriculum, the foundation Phase and the agreed syllabus for religious education well. However there were no religious education plans in place for pupils in the Foundation Phase at Ysgol Gymuned Garreglefn and the current schemes of work at Ysgol Pencarnisiog do not always ensure that all aspects of the National Curriculum and the agreed syllabus for religious education are implemented fully.
- many schools have established valuable partnerships between the school and local religious communities, (Y Borth, Rhosneigr, Carreglefn, Llandegfan and Y Ffridd)

What are SACRE's recommendations to Anglesey Council?

- Ensure that Ysgol Garreglefn and Ysgol Pencarnisiog receive appropriate support in order to help the staff and governors provide an interesting and relevant religious education for all pupils.

2.4 Response of Local Authority

Mr. Gareth Jones, education officer for Anglesey Council ensures that any guidance or recommendations made by Anglesey SACRE is communicated directly to the primary and secondary head teachers. Anglesey Council has commissioned GwE (School Effectiveness and Improvement Service) to support Anglesey SACRE meetings and to represent SACRE in regional and national meetings.

Teachers were invited to share good practice during the year. The RE head of department from Ysgol Syr Thomas Jones gave a presentation on 'Maintaining and Improving standards at GCSE' and the headteacher of Ysgol y Borth outlined the learning experiences provided to Foundation Phase pupils as they learnt about 'People, Beliefs and Questions'.

An action plan for Anglesey SACRE was developed during the Summer meeting (2016) and this outlines the four priorities for 2016-17 (see appendix 3.8). The priorities were identified during the discussions held throughout the year and in the Annual SACRE reports of 2014-15 and 2015-16. However during a period of budget cuts, there is no longer a local advisory service which can provide support and training for teachers who teach religious education and it is increasingly difficult for SACRE to be able to advise and support schools.

Priority 1: Develop good leadership in religious education and collective worship

Priority 2: 'Success Futures': Donaldson's Recommendations and Religious Education

Priority 3: support secondary teachers as they prepare and deliver the new GCSE RS syllabus

Priority 4: Promote good quality collective worship.

What are SACRE's recommendations to Anglesey Council?

- Ensure that the challenge adviser provides termly workshops to support subject co-ordinators and the self-evaluate religious education and collective worship in their schools.
- Respond to the priorities of the 2016-16 action plan.

2.5 Religious Education and the Welsh Government

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

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

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

The Wales Association of SACRES is represented on the Welsh Government's Strategic Stakeholders Group and the National Advisory Panel for Religious Education (NAPfRE) has held a meeting this year with representatives from the Welsh Government's Curriculum Department as they support the pioneer schools and develop a Curriculum for Wales. Miss Bethan James, the GwE challenge adviser who supports Gwynedd and Anglesey SACREs is currently working with other NAPfRE members in order to help teachers prepare for the new curriculum

SACRE's recommendation to Anglesey Council

- Ensure that RE teachers are aware of the guidance documents available and act on the guidance.
- Encourage Anglesey religious education teachers and SACRE members to contribute fully to any review of the curriculum and assessment arrangements.

2.6 Religious Education and ESTYN

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

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

SACRE's recommendations to Anglesey Council

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

2.7 SACRE's function in relation to collective worship

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

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

- SACRE members and Anglesey schools have received collective worship guidance documents:
 - 'Supplementary guidance for inspecting collective worship in non-denominational schools' (ESTYN, June 2013);
 - Guidance on Collective Worship (WASACRE, June 2012).
- Anglesey SACRE monitors standard of collective worship in schools by reviewing schools' self-evaluation reports;
- Anglesey SACRE recommends that schools use a range of resources in order to provide meaningful collective worship sessions for their pupils:

- CYNNAL's Moodle site: guidance, exemplar timetables, a list of useful books and websites, exemplar materials provided by local primary schools;
- Christian Aid's monthly collective worship resources are distributed in the e-bulletin to every primary, secondary and special school in Anglesey.

Since the end of the provision of advisory support for religious education in March 2013 Gwynedd and Anglesey SACRE members have considered alternative methods of fulfilling their duties to monitor standards and advise the education authority. Ten members responded to a questionnaire circulated to Anglesey SACRE members (28.06.14). An analysis of the responses shows that:

- all Anglesey SACRE members feel confident in their understanding of the statutory requirements for collective worship in schools:
- many members are prepared to attend collective worship sessions in a sample of schools every term.

In response to the recommendations made by Anglesey SACRE, the Education Authority has corresponded regularly with all schools asking them to invite SACRE members to attend a collective worship session. Members agreed (6.10.15) to trial a pro-forma to collate their observations during their school collective worship visits this year. The Anglesey Primary Strategic Group has condoned the use of the pro forma (Appendix X) and a copy was distributed to every school. One member has attended a collective worship session this year at Canolfan Addysg y Bont.

Determinations

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

SACRE's Recommendations to Anglesey Council

- Ensure that schools conform to the statutory requirement for collective worship and provide quality collective worship sessions;
- Encourage schools to invite members of Anglesey SACRE to attend collective worship sessions;
- Ensure that schools receive copies of 'Supplementary guidance: collective worship at non denominational schools' (ESTYN) and 'Collective Worship Guidance' (WASACRE);

3.1 Administrative matters in relation to SACRE

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

Christians and Other Faiths, namely,

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

Teachers, namely;

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

Elected members

3.2 SACRE membership of Anglesey 2015-16

Christians and Other Religions

The Methodist Church

Deacon Stephen Francis Roe

Rev. Kate McClelland (Summer 2016)

Union of Welsh Baptists

Mrs Catherine Jones

Presbyterian Church of Wales

Mr Rheinallt Thomas

Church in Wales

Ms Kirsty Williams

Union of Welsh Independents

Prof. Euros Wyn Jones

The Catholic Church

Mr Christopher Thomas

Teachers' Unions' representatives

Association of School and College Leaders (ASCL)

~~Mr Alwyn Watkin~~

Welsh National Union of Teachers (UCAC)

~~Mrs Mely Edwards~~ (Ysgol Syr Thomas Jones)

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

~~Ms Miriam Armatron~~

National Union of Teachers (NUT)

~~Ms Eirion Hughes~~

Association of Teachers and Lecturers

~~Ms Catherine Williams~~

National Association of Head teachers (NAHT)

~~Ms Elizabeth Williams~~

Co-opted

Alison Jones (Ysgol Parch T Ellis)

Bethan Ll Jones (Ysgol y Graig)

Manon Morris Williams (Ysgol Llangaffo)

Heledd Hearn (Ysgol Uwchradd Bodedern)

Local Members

Councillor W T Hughes

Councillor Gwilym O Jones

Councillor R Llewelyn Jones

Councillor Alun Mummery

Councillor Dylan Rees (Chairman)

Councillor Dylan Rees

Councillor Alwyn Rowlands

Co-opted members (non voting)

Rev. Elwyn Jones

Sunday School Council

Officers

Mrs Delyth Molyneux

Director of Lifelong Learning

Mr Gareth Jones

Education officer and SACRE clerk

Miss Bethan James

Humanities Adviser CYNNAL

Mrs Ann Holmes

Committee officer

3.3 SACRE meetings 2015-16

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2015-16, Anglesey SACRE met on three occasions:

06 October 2015
23 February 2016
12 July 2016

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

a) Meeting held on 6 October 2014

- Collective worship – schools’ response to the pro forma
- ESTYN inspections: Morswyn, Bodffordd, Llangaffo
- Self-evaluation reports: Bryngwran, Y Fali, Rhosybol, Llanfechell
- Presentation: Maintaining and raising standards in GCSE Religious Studies by Mefys Jones Edwards (Ysgol Sir Thomas Jones)
- Anglesey SACRE’s Annual Report (draft) 2014-15
- Anglesey SACREs action plan
- Welsh Government’s plans for Religious Education – correspondence following press reports August 2015
- Wales Association of SACREs: submit a report for the meeting held at Mold, Flint on 25 June 2015.
- Religious Education results

b) Meeting held on 23 February 2014

- Welsh Government’s plans for Religious Education – correspondence
- ESTYN inspections: Llanerchymedd, Y Borth, Rhosneigr, Carreglefn, Llandegfan
- Self-evaluation reports: Penysarn, Talwrn, Y Graig, Canolfan Addysg y bont, Amlwch, Y Ffridd
- Religious Education results
- GCSE Religious Studies (WJEC) - correspondence
- Wales Association of SACREs: submit papers for the meeting held in Ebbw Vale on 25 November 2015.

c) Meeting held on 23 July 2015

- Presentation by Ysgol y Borth – People, Beliefs and Questions and the provision for Foundation Phase pupils.
- Anglesey SACRE action plan
- GCSE Religious Studies – correspondence
- ESTYN inspections: Ysgol y Ffridd, Pencarnisiog
- Self-evaluation reports; Pencarnisiog, Ysgol Syr Thomas Jones
- Update by the Challenge Adviser
- Wales Association of SACREs: submit papers for the meeting to be held at Haverfordwest on 8 March 2016 and an oral report from representatives who attended the meeting held at Rhyl, Denbighshire on 23 June 2016.

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

The following representatives attended WASACRE meetings during the year:

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

The following representative attended WASACRE meetings as an observer during the year:

- Miss Bethan James, GwE challenge adviser

3.3.2 The following provide SACRE with professional support:

Mrs Delyth Molyneux, Director of Lifelong Learning

Mr Gareth Jones, Education Officer and SACRE clerk

Miss Bethan James, system leader (GwE)

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

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

3.3.3 The SACRE report was sent to the following organisations:

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

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

A copy was distributed to:

- Members of Anglesey SACRE

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

Rationale

Religious Education is locally controlled by a Standing Advisory Council on Religious Education (SACRE). It is made up of three committees: representatives of the principal religious traditions of the area, teacher representatives and local authority representatives. SACRE's main function is, "to advise the authority upon such matters connected with religious worship in county schools and the religious education to be

given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit.” (Education Reform Act 1988 s.11(1)(a))

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

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

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

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

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

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

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

Name of School:

Religious Education

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

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

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education, Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Guidance and Exemplar Profiles (2011), 14-19 year old Learners (2009), Religious Education: Report of the Chief Moderator (WJEC).

Standards in Religious Education – progress in learning

Standards in skills: literacy, numeracy, ICT and thinking

Areas for Development							
Excellent		Good		Adequate		Unsatisfactory	

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

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

Signed: (Head teacher)

Date:

3.6 Guidance for interpreting external examination data

What does the GCSE (full course) table show?

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

What does the GCSE (short course) table show?

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

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



Standing Advisory Council for Religious Education.

A questionnaire for Anglesey SACRE members as they visit a school collective worship session.

I attended a collective worship session in a :	special school	<input type="checkbox"/>
	primary school	<input type="checkbox"/>
	secondary school	<input type="checkbox"/>
I observed a collective worship session attended by:	the whole school	<input type="checkbox"/>
	a class	<input type="checkbox"/>
	a key stage/section of the school	<input type="checkbox"/>
Contributing to the collective worship were the :	head teacher	<input type="checkbox"/>
	pupils	<input type="checkbox"/>
	teachers	<input type="checkbox"/>
	a local religious leader	<input type="checkbox"/>
	parents	<input type="checkbox"/>
	governors	<input type="checkbox"/>
The collective worship session lasted:	less than 5 minutes	<input type="checkbox"/>
	between 5-10 minutes	<input type="checkbox"/>
	between 10-15 minutes	<input type="checkbox"/>
	over 15 minutes.	<input type="checkbox"/>

The theme of the collective worship session was: _____

I heard a:

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













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

Today, the collective worship session helped to:

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

Any other comment :

3.7: Anglesey SACRE Action Plan 2016-17

Anglesey SACRE Annual Report 2014-15/2015-16	Action points 2016-2017 LA (Local authority) CA (Challenge adviser) SM (SACRE members)	Evidence	Outcomes	
Develop good leadership in religious education and collective worship. Page 7	<ul style="list-style-type: none"> Provide a termly workshop for RE co-ordinators (CA) Establish a self evaluation timetable, process and procedure (LA) Scrutinise schools' self evaluation reports and share the main messages in the annual report (SM) 	<ul style="list-style-type: none"> Self evaluation guidance Self evaluation timetable and procedures Schools' self evaluation reports Minutes of SACRE meetings 	<ul style="list-style-type: none"> Nearly all schools will have submitted a self evaluation report on standards of religious education and collective worship by summer 2017. SACRE will have prepared a termly and annual summative report on the standards of o RE and collective worship. 	  
'Successful Futures' (Donaldson Recommendations) and Religious Education Page 12	<ul style="list-style-type: none"> Represent Anglesey in any National discussions relevant to developing the new curriculum and assessment arrangements (CA+LA+SM) Contribute to any local discussions to plan learning experiences that respond to the Locally Agreed Syllabus and the principles of 'Successful Futures' (CA+LA+SM) 	<ul style="list-style-type: none"> Minutes of SACRE meetings SACRE correspondence and guidance to schools Examples of good practice 	<ul style="list-style-type: none"> Religious Education given due consideration as schools revise the curriculum and assessment arrangements. The provision of religious education in all schools is good or very good. Standard of religious education in all schools is good or very good. 	  
Support secondary teachers as they prepare and deliver the new GCSE RS syllabus Page 10	<ul style="list-style-type: none"> Support secondary RS teachers in any discussions with WJEC and Qualifications Wales (CA+LA+SM)) Support the work of the Regional RS GCSE Leader (Mefys Jones) (SM) Encourage all RS GCSE departments to participate in any local or regional school to school working groups. (SM) 	<ul style="list-style-type: none"> Minutes of SACRE meetings SACRE correspondence and guidance to schools Examples of good practice 	<ul style="list-style-type: none"> RS GCSE teachers and candidates feel confident in responding to the new GCSE RS syllabus. Schools' self evaluation reports note that the standards and provision of RE and RS at KS4 is good or excellent. RS GCSE results are consistently good or very good. 	  
Promote good quality collective worship Page 13	<ul style="list-style-type: none"> Ensure that schools conform to the statutory requirements and provide good quality collective worship. (LA+SM) Encourage schools to invite Anglesey SACRE to attend collective worship sessions. (SM) 	<ul style="list-style-type: none"> Correspondence to schools Oral reports of SACRE members References to collective worship in ESTYN reports. 	<ul style="list-style-type: none"> ESTYN reports note that collective worship is good. All schools conform to the statutory requirements Improved understanding to collective worship in schools. 	  

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Cyfarfod Cymdeithas CYSAGau Cymru, Y Rhyl, 23 Mehefin 2016
(10.30am – 3pm)

Wales Association of SACREs meeting, Rhyl, 23 June 2015 (10.30am – 3pm)

Attendance

<p>Ynys Môn / Anglesey Bethan James</p> <p>Blaenau Gwent Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans</p> <p>Caerffili/ Caerphilly</p> <p>Caerdydd / Cardiff Gill Vaisey</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry</p> <p>Ceredigion Lyndon Lloyd</p> <p>Conwy Phil Lord Nicholas Richter</p>	<p>Sir Ddinbych / Denbighshire Phil Lord</p> <p>Sir y Fflint / Flintshire Phil Lord</p> <p>Gwynedd Bethan James</p> <p>Merthyr Tudful / Merthyr Tydfil</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot</p> <p>Casnewydd / Newport Huw Stephens</p> <p>Sir Benfro / Pembrokeshire Mary Parry</p>	<p>Powys John Mitson Margaret Evitts</p> <p>Rhondda Cynon Taf Gill Vaisey Mathew Maidment</p> <p>Abertawe / Swansea</p> <p>Torfaen /Torfaen</p> <p>Bro Morgannwg / Vale of Glamorgan Gill Vaisey</p> <p>Wrecsam / Wrexham Libby Jones Samantha Jesson Ruth Holden</p> <p>Sylwedyddion / Observers Tudor Thomas (REMW) Abi Williams (Welsh Government) Paula Webber</p>
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Minutes

1. Cyflwyniad a chroeso / *Introduction and welcome*

Chair of WASACRE, Phil Lord welcomed members to Rhyl and introduced Head of Education and Children's Services for Denbighshire, Karen Evans.

Karen Evans welcomed WASACRE members to the Council Chamber in Rhyl and spoke about the importance of collaboration and partnership working in Education. Karen Evans acknowledged the work of WASACRE and the 22 SACREs in Wales in contributing to this collaboration, which has helped to improve the quality of teaching and learning in schools. Karen Evans shared her belief that RE remained a pivotal part of the curriculum because of the important skills it develops in young people and the life lessons they learn from it, which are often not taught elsewhere. Karen also said that RE gives young people the space to make sense of their own place in the world, with empathy, compassion, tolerance, and respect. Karen concluded her welcome by wishing WASACRE well in its meeting and AGM.

2. Adfyfyrion tawel / *Quiet reflection*

Phil Lord lead a reflection and asked members to consider the important work they were about to embark on during the meeting.

3. Ymddiheuriadau / *Apologies*

Tania ap Sion, Christine Abbas, Alwen Roberts, Vicky Thomas, Cllr Ernie Galsworthy, Sue Cave, Helen Gibbon and Meinir loader, Cllr Arwel Roberts, Sharron Perry- Phillips (check spellings of last 2 names).

4. Cofnodion y cyfarfod a gynhaliwyd yn Hwlfordd, 8 Mawrth 2015 / *Minutes of meeting held in Haverfordwest, 8 March 2016*

Phil thanked Edward Evans for chairing the meeting in his absence.

The minutes were accepted as a true record of the meeting. Proposed by Huw Stephens and seconded by Gill Vaisey.

5. Materion yn codi / *Matters arising*

P3. Item 5. Matters arising. Libby Jones explained that the link from the WASACRE website to the REMW archive material on the Peniarth website is currently being set up and will be available soon.

P4. Item 5. Matters arising. Libby Jones read out the email WASACRE had received from Lynda Maddock (WJEC), informing members that due to issues raised by Qualifications Wales regarding the new specification it is now unlikely that the spec would be accredited before September. Lynda gave indications of which topics would be safe for teachers to begin with their Year 9 pupils from September 2016, in preparation for its official implementation in September 2017. Aspects of the new Eduquas specification were suggested by Lynda as helpful for this purpose. Edward Evans proposed that the

email be sent to SACREs for circulation to schools. Tudor Thomas urged caution as the spec has not yet been accredited. A discussion ensued in which the following points were raised:

Even though the content of the Eduquas RS specification is similar to the new RS specification for Wales, the question types might be quite different; therefore teachers need to be aware of that when teaching to Year 9 students pre September 2017.

The new content is considered to be a step backwards by many teachers.

RE's place within the curriculum needs to be looked at if the exam is getting so much harder that many schools are starting the GCSE RS course in KS3 because they are not giving KS4 RE appropriate time on the timetable to cover the specification.

Disappointment was expressed in the extended delay, which will result in further confusion for schools and teachers.

Short Course is part of the capped point score so it is not in as much danger as it is in England where it is not counted at all and so will disappear.

The RE world has worked hard to attain and maintain the RS Short Course which revolutionised statutory RE and it will be a shame for Wales to lose it.

Mary Parry explained that from her meeting with representatives from WJEC including Chief Executive, Gareth Pierce, she can now confirm that retaining a separate short course as well as the new specification is not an option. Mary communicated to Gareth Pierce that the new specification will not appeal to statutory RE students and this could mean that results will go down. If this happens it will put RE in a dangerous position in terms of time and status and what the pupils receive.

Action: LJ will reply to Lynda Maddock to thank her for the information and to ask when schools will be officially informed by WJEC of the current situation. LJ will send the information in the email from Lynda to SACREs for their information and for circulation to schools. LJ will write to Qualifications Wales to express disappointment in the delays and to outline the concerns members have about the content of the new specification.

P4. Item 5. Matters arising. Bursaries for PGCE students. LJ read out the email from Rachel Bendall, RS PGCE Course leader at USWTSD, which described the current bursary offer in Wales for RS PGCE students compared to England. It became clear to members that Wales cannot compete with England's offer which has resulted in students going across the border to study. Members agreed that WASACRE should take this issue to Welsh Government once it has completed some research on the current and projected staffing of all RE departments across Wales. Mary Parry proposed that WASACRE asks Rachel to make an enquiry to Vaughan Salisbury about the research he completed some time ago, which gave hard data to prove that there would be a shortage of RE teachers in the future. This data was shared with Welsh Government at the time to successfully prove to that there was a need to introduce a bursary for the training of RE teachers, to avoid this shortage. The Welsh Government subsequently introduced this bursary (which has by now been removed). Members agreed that something similar should be done in order to obtain further information and data regarding this situation to inform future action.

Action: LJ will email Rachel to make enquiries.

P5. Item 5. Matters arising. Humanist representation on SACRE. Humanists requesting representation on SACRE could be invited to make a presentation to current members outlining how their co-option will positively impact SACRE. The decision to co-opt lies entirely with each individual SACRE.

P10. Item 10. A.O.B. Incerts. WASACRE wrote to Welsh Government to request a statement which could be sent to Incerts to confirm that the RE levels in the National Exemplar Framework are statutory. Welsh Government refused to supply WASACRE with a statement due to Incerts being a commercial enterprise.

Mary Parry reminded members of the situation and that the headings for the RE levels within the Incerts assessment package used by many schools in Wales are misleading. The Foundation Phase outcomes are not on there and Incerts have refused to put them on. All SACREs have notified schools of the confusion and have explained which levels are the correct ones to use.

Action: LJ will ask Welsh Government for a statement which explains the status of the Agreed Syllabus levels in RE.

6. Addysg Grefyddol a'i le o fewn y cwricwlwm newydd / *Religious Education and its place within the new curriculum*

Gill Vaisey spoke about the meeting between WASACRE Executive representatives and Welsh Government representatives Manon Jones and Abi Williams. Gill said that it was a positive meeting in which they were able to share concerns over the implications of the new curriculum for Wales, including the current nursery provision for RE and withdrawal rights, and to share what good RE might look like. Gill assured members that WASACRE will continue to meet with Welsh Government in the future to maintain and develop this mutually beneficial relationship.

A member asked which schools had been chosen as pioneer schools. Phil Lord confirmed that the information was available on the Welsh Government website.

7. Diweddariadau/*Up-dates:*

- FEAAG/*EFTRE*

The EFTRE Conference will take place in August 2016, the dates and details for which are on the EFTRE website www.EFTRE.net. Phil Lord will be going to the conference, which will focus on RE in a multi-cultural world and will aim to help address the anti-terrorism agenda. Lots of different workshops will be offered and Phil urged members to circulate the information about the conference to teachers in their Local Authorities.

- Canlyniadau'r Bagloriaeth Cymru ac Arolwg Addysg Grefyddol/ *Results of the Welsh Baccalaureate and RE Survey*

Libby Jones shared a PowerPoint presentation with members showing the initial results of the Welsh Baccalaureate survey. The PowerPoint is available on the WASACRE website www.wasacre.org

A discussion ensued in which the following points and questions were raised:

What percentage of schools from each authority responded to the questionnaire?

Where the Welsh Baccalaureate Qualification has negatively impacted schools support should be given as soon as possible.

WASACRE should highlight the examples of positive impact and share them as good practice to all schools in Wales.

The current agreed syllabi in Wales (National Exemplar Framework) currently states that KS4 RE can be offered through 'other appropriate qualifications (e.g. Key Skills/Welsh Baccalaureate)'. Should we be looking at this guidance with a view to re-wording it?

What are the consequences for not doing statutory RE at KS4?

The information within the responses from each school should be sent to the appropriate SACRE for them to deal with any issues which have been raised and feedback given to WASACRE on progress.

Schools should be formally thanked for responding to the survey.

Action: LJ to send letter of thanks to the individual schools via their local SACRE. Send PowerPoint presentation to SACREs for their information. Feedback the responses to the SACREs about their schools for their information. Send information to the RE Advisors/SACREs regarding the schools who may not be meeting current statutory requirements for RE and request feedback on the Local Authorities' actions and progress.

- Canllawiau ar Reoli Hawl Tynnu'n ôl o Addysg Grefyddol/ *Guidance on Managing the Right of Withdrawal from Religious Education*

Gill gave members the context to the guidance document explaining that it was done on request of Headteachers for guidance on withdrawal from RE. NAPfRE have supported Gill on writing this Guidance. Headteachers have been involved, as have different Local Authorities in Wales and Dylwen Hunt (chair of AREIAC). The emphasis of the document is on helping Headteachers manage the withdrawal from RE. The Exec committee considered making it available as a glossy document and on PDF to publish it and have asked the Treasurer if WASACRE would support it in terms of funding. It would be a WASACRE sponsored document and WASACRE would pay for the design, printing and translation costs.

The majority of members present at the meeting agreed for WASACRE to give financial support to this guidance document.

It was proposed that the WASACRE website should be improved and up-dated, including the WASACRE logo and design style for future WASACRE documents. The majority of members voted in agreement of this proposal.

8. Cyflwyniad NAPfRE / NAPfRE presentation:

Addoli ar y Cyd a cadw arferion crefyddol mewn Ysgolion / *Collective Worship and Religious Observance in Schools- Alison Mawhinney and Ann Sherlock*

Alison and Ann gave a presentation on their recent research into Collective Worship across the UK, including looking at current legislation. The presentation is available on the WASACRE website. www.wasacre.org. Phil thanked Alison and Ann for their presentation and members were invited to ask questions. An example of some of the questions asked are as follows:

Q1. Is there a specific age suggested by the United Nations Convention on the Rights of the Child that a child is capable of making the decision to withdraw themselves from collective worship?

A. No there is not. However, competence is referred to in convention and schools would have to make that decision.

Q2. When a child is withdrawn from collective worship what activities are deemed to be educational that the children can do instead and where is that in the legislation?

A. It states in International Guidance that the activity should be in line with parental wishes and in line with the rights of the child.

9. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 10 May 2016 / *Report from the Executive Committee held on 10 May 2016*

Phil talked about WASACREs relationship with the Religious Education Council for England and Wales and plans for further dialogue and collaboration.

Phil suggested that WASACRE should keep a watching brief on what is happening with the WJEC new RE specification which will be implemented in September 2017.

10. Gohebiaeth / *Correspondence*

Libby Jones received an email from Kathy Riddick, development officer of the Wales Humanists on April 5 2016 to enquire about how Humanist representation on SACREs can be arranged. Libby Jones replied to Kathy to explain the process, a copy of her response was read out at the meeting, and Kathy asked to attend one of the future WASACRE meetings. In consultation with Phil, Libby has invited Kathy to attend the meeting in Carmarthenshire in November as an observer.

Libby received an email from a parent from RCT local Authority regarding a possible equality issue within his child's school. Libby read out the email to members who agreed that it was not a WASACRE issue and that it would be more helpful to pass it on to RCT SACRE for them to investigate further with the school in question.

Action: LJ will contact the parent to explain that his enquiry is now being dealt with by RCT SACRE and RCT SACRE has been advised of the enquiry.

11. U.F.A. / *A.O.B.* None.

12. Dyddiad y cyfarfod nesaf / *Date for next meeting*: 18 Tachwedd 2016, Carmarthenshire/ 18 November 2016, Carmarthenshire.

The meeting will be held in the Carmarthenshire Council Chamber.

Dyddiadau cyfarfodydd yn y dyfodol / *Future meeting dates: Spring 2017 Monmouthshire; Summer 2017 Wrexham; Autumn 2017 Bridgend; Spring 2018 Swansea.*

Phil Lord brought the meeting to a close and thanked those involved for their contributions.

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