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CYNGOR SIR
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ISLE OF ANGLESEY
COUNTY COUNCIL

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RHYBUDD O GYFARFOD	NOTICE OF MEETING
CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL (CYSAG)	STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)
DYDD MAWRTH, 10 HYDREF 2017 AM 2.00 O'R GLOCH	TUESDAY, 10 OCTOBER 2017 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

AELODAU/MEMBERS

Cynghorwyr / Councillors:

Glyn Haynes, Gwilym O Jones, Alun Mummery, Bryan Owen, Dylan Rees, Alun Roberts

Yr Enwau Crefyddol / Religious Denominations

Anest Frazer (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), Mrs Einir Morris (Yr Eglwys Bresbyteriaidd/Presbyterian Church of Wales), 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 Cybi), Manon Morris Williams (Ysgol Gynradd Llangaffo), Heledd Hearn (Ysgol Uwchradd Bodedern)

Aelodau Cyfetholedig/Co-Opted Members

Mr Rheinallt Thomas

AGENDA

1 DECLARATION OF INTEREST

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

2 MINUTES OF THE 13TH JUNE, 2017 MEETING (Pages 1 - 8)

To submit for confirmation, the draft minutes of the previous meeting of the SACRE held on 13 June, 2017.

3 MATTERS ARISING

- Ysgol David Hughes to share good practices from their Estyn Report.
- New Members of the SACRE to receive documents on the SACRE's role and responsibility.
- Head Teachers to be thanked for supporting RS teachers and allocating time to teach the new RE course.
- SACRE's concerns that theology is in decline to be forwarded to the Dean of the Welsh National College.
- Minutes to be shared with the Head of Learning.
- Collective worship petition link to be forwarded to Members of the SACRE.

4 ANGLESEY SACRE'S ANNUAL REPORT 2016/17 (Pages 9 - 34)

- To present the draft Annual Report of the Anglesey SACRE for 2016/17.
- To evaluate the Anglesey SACRE's Action Plan.

5 RELIGIOUS EDUCATION STANDARDS (Pages 35 - 36)

To present information in relation to the following:-

- Teacher Assessments KS3 (Summer 2011)
- External Examination Results (2011)
- School Inspections
- School Self-Evaluations

6 ESTYN'S THEMATIC REVIEW (Pages 37 - 40)

To receive SACRE's response to Estyn's Thematic Review.

7 ORAL UPDATE ON GCSE RELIGIOUS STUDIES

To receive an update in relation to the above.

8 UPDATE BY THE GWE CHALLENGE ADVISOR

To receive an update by the GwE Challenge Advisor (Miss Bethan James) on any recent developments.

9 WALES ASSOCIATION OF SACRES (WASACRE) (Pages 41 - 48)

To consider the minutes of the WASACRE held on 7 July, 2017.

10 **CORRESPONDENCE**

To receive correspondence from Estyn.

11 **DATE OF NEXT MEETING**

To note the date of the next meeting of the SACRE on 20 February 2018.

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

Minutes of the meeting held on 13 June 2017

PRESENT: Councillor Dylan Rees (Chair)

The Education Authority

Councillors Gwilym O Jones, Alun Mummery (Vice-Chair),
Bryan Owen

The Religious Denominations

Professor Euros Wyn Jones (Union of Welsh
Independents)
Mrs Einir Wyn Morris (Presbyterian Church of Wales)
Mr Christopher Thomas (The Catholic Church)

Teacher Representatives

Mrs Helen Hearn (Ysgol Uwchradd Bodedern)

IN ATTENDANCE: Mr D Gareth Jones (Primary Education Officer)(Clerk to the
SACRE)
Mrs Shirley Cooke (Committee Officer)

APOLOGIES: Mrs Mefys Edwards (Ysgol Syr Thomas Jones)
Mrs Catherine Jones (The Baptist Union of Wales)
Mr Rheinallt Thomas (Co-opted Member)
Mrs Kirsty Williams (The Church in Wales)

ALSO PRESENT: Miss Bethan James (GwE Challenge Adviser)
Mr Adam Rhys Williams (Headteacher, Holyhead High School)
Ms Nicola Williams (Ysgol Llanfawr)
Mr Joe Morino (Gobaith Môn)(for Item 5 only)

The Primary Education Officer (Clerk to the SACRE) welcomed members of the SACRE and newly elected members Councillor Bryan Owen and Mrs Einir Wyn Morris to the meeting.

1. CHAIRPERSON

Councillor Dylan Rees was re-elected as Chair of the SACRE.

2. VICE-CHAIRPERSON

Councillor Alun Mummery was elected as Vice-Chair of the SACRE.

3. DECLARATION OF INTEREST

Councillor Dylan Rees declared a personal interest, as he is a volunteer with Gobaith Môn.

4. MINUTES - 14 FEBRUARY 2017

The minutes of the previous meeting of the SACRE held on 14 February 2017 were presented and confirmed as correct.

5. PRESENTATIONS

Holyhead High School

Mr Joe Morino from Gobaith Môn gave a presentation on the organisation's work with secondary schools on Anglesey, with particular reference to Holyhead High School.

Mr Morino gave an overview of Gobaith Môn, who are a registered charity and Christian body made up of an inter-denominational board of trustees. The organisation works primarily with young people, bringing Christians from all denominations together, and encouraging and developing youth work in schools, churches and communities on the Island.

Mr Morino reported that Gobaith Môn approach their work in Holyhead High School by looking at the whole aspect of collective worship, both in assemblies and form classes. He gave a summary of collective worship arrangements at the school, and referred to the model adopted to facilitate the collective worship sessions. It was noted that Information and Communication Technology (ICT) is used at the school to present multi-media stories, dramas and clips. Biblical stories are shared as part of topical based assemblies, which inspire young people to look at the bigger questions in life.

Mr Adam Rhys Williams, the Headteacher of Holyhead High School reported that the work carried out by Gobaith Môn is subtle, engaging and relevant. Pupils are engaged in the morning assembly, and interact well with the team. Gobaith Môn also provide breakfast for pupils at the school; work on the school newsletter, and provide support on pastoral issues in a welcoming and safe environment.

Ysgol Llanfawr, Holyhead

Ms Nicola Williams, a teacher at Ysgol Llanfawr presented members of the SACRE with a portfolio of the work pupils at the school had prepared. She gave a presentation of the process the school has adopted for collective worship, which includes holding a separate daily service for infants and juniors. It was noted that the school holds sessions of collective worship to study the Old and New Testament; and looks at moral issues relating to Biblical stories and messages. One collective worship session is facilitated by the children at the school.

Ms Williams stated that Ysgol Llanfawr participates in the 'Open the Book' programme, which has been simplified for infants and re-worked for junior pupils. Gobaith Môn have also held an informal collective worship session at the school.

The Chair thanked representatives from both schools for their presentations and hard work.

6. ESTYN REPORTS - SPRING 2017

Information from Estyn Inspection reports undertaken at Ysgol Gynradd Niwbwrch and Ysgol David Hughes, Menai Bridge was presented for the SACRE's consideration.

Ysgol Gynradd Niwbwrch

The Primary Education Officer reported that Estyn have not made any recommendations for improvements at Newborough Primary School. The school has satisfied the National Curriculum and Agreed Syllabus in RE. It was noted that there is adequate provision for collective worship sessions at the school, and the curriculum supports spiritual development effectively.

Ysgol David Hughes (New Framework)

The Primary Education Officer reported that from September 2017, Estyn will be implementing a new framework for school inspections, which will have five questions as oppose to the present three. Estyn are presently piloting the new framework, and Ysgol David Hughes and Ysgol Llanfawr have already been inspected as part of the pilot. It was noted that Estyn will give schools three weeks' notice prior to inspections in future, therefore schools will need to be 'inspection ready'.

There are specific plans in place for spiritual development in RE at Ysgol David Hughes, with particular emphasis on the 'voice of the child'. Pupils are given opportunities to influence the programme's content to respond to their needs. Sessions have been held recently at the school to address racial prejudice, prior to refugees from Syria settling in the area.

The GwE Challenge Adviser referred to good practice in literacy in RE observed at the school, as noted in the Estyn Report - 'The school succeeds in providing valuable experiences to develop pupils' literacy skills across the curriculum, including beneficial opportunities to write at length in many subjects. A stimulating example of this are opportunities in RE lessons for pupils to develop their literacy alongside developing empathy, by imagining life in different cultures and religions'.

Action:

Primary Education Officer to ask Ysgol David Hughes to share their good practice with the SACRE.

It was agreed to note the information.

7. SCHOOL SELF-EVALUATIONS

Self-evaluation reports were presented by Ysgol Gynradd Kingsland, Holyhead; Ysgol Esceifiog, Gaerwen; Ysgol Llanfairpwll, and Ysgol Santes Fair, Holyhead for the SACRE's consideration.

The GwE Challenge Adviser noted that all four schools had judged that standards overall were good in relation to performance in RE, but highlighted the need to identify the main messages in the self-evaluation reports clearly, and take action on matters that needed improving.

The following points were raised during discussion:-

- Sikh and Muslim pupils may feel excluded, and teachers might consider working with the families, so that their religious beliefs are included in lessons, so they feel part of the school.
- Vocabulary and ability to question should be developed, giving pupils opportunities to express their opinion orally and in writing.
- The importance of developing an understanding of the effect of religion on believers' lives.
- KS2 - continue to develop challenging and extended tasks for the more able pupils in every class.

Professor Euros Wyn Jones noted that the Welsh dimension of school life is underdeveloped in St Mary's with a focus primarily on St David, with limited use of the Welsh language in worship. The GwE Challenge Adviser reported that children's experiences in RE in Anglesey schools should be rooted within the local, Welsh and global perspective.

It was agreed to accept the self-evaluation reports and note their contents. The schools concerned were thanked for making them available to the SACRE.

8. UPDATE BY THE GWE CHALLENGE ADVISER

1. New Members of the SACRE

The GwE Challenge Adviser summarised the role of SACRE members, and arranged for new members to receive information on the SACRE's role and responsibility. She informed members that the RE curriculum and guidelines are locally determined, and that each local authority and SACRE in Wales have adopted the National Exemplar Framework for Religious Education.

Action:

Primary Education Officer to circulate the following documents to new members of the SACRE.

- a) **The Role of the SACRE's Members;**
- b) **Anglesey & Gwynedd's Agreed Syllabus;**
- c) **Successful Future.**

2. New GCSE Religious Studies Course

Mrs Heledd Hearn of Ysgol Bodedern provided an update on the new GCSE Religious Studies (RS) course. She reported that RE teachers have shared resources for the course, which commences in September, and will be available on the GwE website.

Concerns were raised that not all schools would have the same amount of time in order to deliver the new RS GCSE course to their pupils. Concerns were also raised that some commercial resources have not been translated.

The SACRE thanked the teachers for their input and joint working with Gwynedd:-

- *“Many thanks to the heads for their support with regard to the new Religious Studies GCSE in allowing time for teachers to meet as a HUB and attend relevant courses;*
- *Understand that a great deal of the preparatory work has already been done and shared with the teachers during the meeting on 12 June in Caernarfon;*
- *Praise the teachers for their willingness to co-operate, support each other and share resources;*
- *Hope that sufficient time is given for the teachers to teach the new course”.*

Action:

Primary Education Officer on behalf of the SACRE to:-

- **write to Head Teachers on Anglesey,**
 - a) **thanking them for supporting their RS teachers, so that they could attend training courses and meetings to help them prepare for the new RS GCSE course;**
 - b) **congratulating their RE teachers for their hard work, and,**
 - c) **asking that time allocated to the RE Department to teach the new RE course be in accordance with the WJEC guidance.**
- **write to the Dean of the Welsh National College expressing the SACRE's concerns that theology courses for undergraduates and prospective teachers are in decline.**
- **share the minutes of this meeting with the Head of Learning.**

3. Religious Education and the New Curriculum

The GwE Challenge Adviser reported on the following:-

- that the new curriculum must respond to the following 4 purposes of education from the Donaldson Report – That all our children and young people will be:-
 - ambitious, capable learners
 - enterprising, creative participants
 - principled, informed citizens who are ready to act
 - individuals who are healthy and confident
- RE is part of the Humanities area of learning and experience. The RE field must link in to the other 5 fields of learning and experience, and is expected to contribute to health and wellbeing.
- A group of pioneer schools are responsible for developing each area of learning and experience. To date, the schools have researched curricular modules in other countries, and have received guidance from external experts. Each group has outlined the extent of the areas of learning and experience, and are currently considering the value of identifying the 'big ideas' within RE.
- The content of the new curriculum has not yet been decided.
- No decision has been made to date as regards assessment.
- Inter-curricular skills will continue: literacy, numeracy and digital competence.

The Gwe Challenge Adviser reported that she had attended a meeting of the Humanities group as an observer and representative of the WASACRE/ NAPfRE. She further reported that Manon Jones, who is facilitating the Humanities group, has received the draft version of the document 'What is good RE?' developed by NAPfRE members, but the document is yet to be circulated to teachers in the pioneer schools.

Mr Christopher Thomas raised concern that if RE is gradually replaced by Social Studies, there will be an absence of Theology under the Humanities umbrella. The GwE Challenge Adviser responded that in relation to RE and the new curriculum, a fresh approach is necessary to ensure that what is presented is enriching and relevant to the lives of children and young people.

4. Estyn

The GwE Challenge Adviser reported that Estyn inspections had noted that the standards and provision of RE in some schools was weak. Members of the SACRE were given an 'aide memoire' prepared by the Challenge Adviser noting 10 key facts about RE in primary schools. Members of the SACRE were afforded a summary of each key point.

It was noted Estyn will be carrying out thematic inspections of 'RE KS2 and KS3' during 2017-18. They are likely to visit a cross section of 20 schools across Wales.

5. Collective Worship

The GwE Challenge Adviser reported that two pupils from Glan Taf School have established a petition on the Welsh Assembly Government website to abolish collective worship as a statutory requirement in schools. Another petition was set up on the website in favour of preserving the Christian element of collective worship, whilst acknowledging the need to respect other religions within the school community.

Members of the SACRE were invited to sign the petition via a link to the website.

Action:

Primary Education Officer to forward the link to Members of the SACRE.

6. Religious Education E-circular KS3

The GwE Challenge Adviser reported that the following Welsh medium e-journals are available on the Hwb website:-

- a) No 1: Organ Donation
- b) No 2: Refugees
- c) No 3: War and Peace

The contents of the above were noted by the SACRE's members.

9. THE COMMITTEE'S CONSTITUTION

The Primary Education Officer presented the Ynys Môn Sacre's Constitution and Circular no 10/94 to the SACRE for information.

A question was raised as to whether the GwE Challenge Adviser representing Anglesey's SACRE at WASACRE meetings should have voting rights. **The Committee agreed that Miss Bethan James should vote in meetings on behalf of the Anglesey SACRE.**

The SACRE agreed to note the Committee's Constitution for information purposes.

10. WALES ASSOCIATION OF SACREs

The Committee noted the draft minutes of the WASACRE held on 3 March 2017.

11. DATES OF MEETINGS 2017/18

The Committee noted the dates of the SACRE meetings scheduled for 2.00 pm on 10 October 2017 and 20 February 2018.

The meeting concluded at 4.15 pm

**COUNCILLOR DYLAN REES
CHAIR**

1) **Standing Advisory Council for Religious Education**

**ANGLESEY
ANNUAL REPORT**

September 2016 - August 2017

Director of Lifelong Learning

Mrs Delyth Molyneux

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3.5 Template provided by Anglesey SACRE for schools as they self-evaluate standards in Religious Education.

3.6 Guidance for analysing external examination

**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, 2016-17

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. 11 reports were submitted during 2016-17, representing 21% of Anglesey schools.

	2013-14	2014-15	2015-16	2016-17
Number of reports	6/53	8/53	12/53	11/53
% of Anglesey schools	11%	15%	22%	21%

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 GwE Challenge Adviser who supports Anglesey SACRE, holds self-evaluation workshops in order to support new religious education co-ordinators.

Eleven self-evaluation reports were submitted to Anglesey SACRE during the year. Reports were received from ten primary schools: Beaumaris, Brynsiencyn, Llanfawr, Rhosybol, Cylch y Garn, Caergeiliog, Rev. Thomas Ellis, Esceifiog, Kingsland ac St. Mary's School. Ysgol David Hughes, Porthaethwy, also submitted their self evaluation of collective worship.

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		9	1			9	1			11		
Secondary		*				*				1		
Total												

*Ysgol David Hughes did not submit an evaluation of the quality of standards and provision in RE

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

- that most pupils are able to speak about their feelings their actions and their opinions by the end of the Foundation Phase and around a few describe and offer simple comments on other people's viewpoints, (Ysgol Beaumaris).
- that most pupils can pose and discuss questions that are relevant to religious stories by the end of the Foundation Phase, (Ysgol Brynsiencyn).
- The curiosity and positive attitudes shown by pupils as they learn about people of different faiths and cultures, (Ysgol Caergeiliog).

Key Stage 2

- at the bottom of Key Stage 2 many pupils can recall, respond and communicate simply some of the beliefs, teachings and basic religious practices investigated. More able and talented (MAT) pupils begin to note what is similar and different in religions, (Ysgol Beaumaris)
- most KS2 pupils can name and describe the features of some religions well, (Ysgol Kingsland)
- most pupils at the bottom of KS2 can talk about and ask questions about their own experiences, the world around them and aspects of religion, (Ysgol Brynsiencyn, Ysgol Cylch y Garn, Ysgol Esceifiog)
- many pupils at the top of KS2 can discuss their own responses and the responses of others to questions about life, the world around them and religion, (Ysgol Esceifiog)
- book scrutinies of pupils' work show that they are making good progress in religious education and that their knowledge is good, (Ysgol Parch Thomas Ellis)
- about half of the pupils in KS2 can discuss ultimate religious questions sensibly, (Ysgol Rhosybol), and acknowledge that ultimate questions are often complex, (Ysgol Cylch y Garn).
- most pupils by the end of KS2 can recall, describe and explain religious beliefs and begin to explain the effect of religion on believers' lives, (Ysgol Caergeiliog)
- that pupils are making progress in their religious literacy, (St. Mary's School)

Secondary schools

- an excellent performance at KS3 (Summer 2015), a good performance at KS4 and an adequate performance at KS5, (Ysgol Uwchradd Bodedern).
- Pupils enjoy considering their own opinions and the viewpoints of their peers during the religious education lessons, (Ysgol Uwchradd Bodedern).

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

- ensure that pupils, by the end of the Foundation Phase, develop an understanding of the effect religion has on the lives of believers, (Ysgol Beaumaris, Ysgol Brynsiencyn, Ysgol Cylch y Garn, Ysgol Caergeiliog, Ysgol Esceifiog),
- develop pupils' vocabulary so that they can express opinions by the end of the Foundation Phase, (Ysgol Rhosybol).
- develop pupils' reasoning skills so that they are able to discuss the big religious ideas, (Ysgol Brynsiencyn).
- Develop pupils' ability to analyse and interpret the layers of meaning/symbolism found in religious stories, ceremonies, art, dance and music, (Ysgol Caergeiliog).
- Improve pupils' extended writing in religious education, (Ysgol y Santes Fair).
- close the gap between the attainment of those pupils eligible for free school meals and those who are not eligible for free school meals, (Ysgol Uwchradd Bodedern).

How good is the provision for Religious Education?

The schools identified good practices such as:

- the variety of valuable 'religious education' activities in the books of the Foundation Phase pupils, (Ysgol Rhosybol)
- Foundation Phase schemes of work that have embedded the requirements of 'People, Beliefs and Questions' within meaningful activities, and the focus on 'big questions' which has led to a deeper understanding and improvement in enquiry skills among KS2 pupils, (Ysgol Cylch y Garn);

- activities based on stories, role play and learning through play which effectively contribute to pupils' ability to understand themselves and the opinions of other people (Ysgol Caergeiliog)
- the use of ICT as a medium to research and film work in religious education, (Ysgol Rhosybol).
- 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, (Ysgol Beaumaris)
- the considerable improvement in the popularity of religious education during the last 5 years, (Ysgol Caergeiliog)
- sound mapping of religious education in the long term and medium term planning (Ysgol Kingsland)
- detailed planning, with a focus on big questions, which ensures progression and development in pupils' knowledge, understanding and enquiry skills, (Ysgol Esceifiog)
- that the standard of teaching in religious education lessons is good, (St. Mary's School)
- that the provision stimulates the interest of KS3 pupils as they learn about religious responses to ultimate questions such as, *'Is there life after death?' 'What's the meaning of life?' 'Do you believe in miracles?' 'Life's too short to bear a grudge. We should always forgive and forget'.* (Ysgol Uwchradd Bodedern)

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

- strengthen challenging and extended tasks for the more able pupils in each class, (Ysgol Beaumaris, Ysgol Cylch y Garn, Ysgol Esceifiog), especially while exploring ultimate, religious or human questions (Ysgol Cylch y Garn)
- invite believers to the school to discuss religious matters, (Ysgol Brynsiencyn).
- provide more opportunities for Y2 pupils to collect information independently, (Ysgol Rhosybol).
- ensure progression in the planning of religious education and use more big questions, (Ysgol Rhosybol).
- develop opportunities to respond to extended writing tasks in religious education and adapt the plans in order to reflect a more cross curricular approach, (Ysgol Parch. Thomas Ellis).
- provide more opportunities to study religious authority, such as sacred texts, religious leaders and codes, (Ysgol Caergeiliog)
- continue to set success criteria and provide opportunities for pupils to reflect on the learning, (Ysgol Cylch y Garn, Ysgol Esceifiog).
- develop the Welsh dimension in religious education lessons, (St Mary's School)
- Develop challenging, interesting and extended tasks for the more able and talented pupils, (Ysgol Uwchradd Bodedern).

How good is the provision of collective worship?

All schools conform to the statutory requirements.

The schools identified good practices such as:

- the ethos and value of quiet respect experienced in all collective worship sessions , (Ysgol Biwmaris, Ysgol Cylch y Garn)
- that many pupils contribute effectively to collective worship by sharing their feelings, (Ysgol Brynsiencyn).
- Collective worship that make a considerable contribution to the spiritual, moral, social and cultural development of pupils (Ysgol Parch. Thomas Ellis, Ysgol Cylch y Garn, Kingsland), the staff and the wider community, (Ysgol Parch. Thomas Ellis)
- the opportunities provided to hear a story, a presentation by a member of staff or visitor as well as prayers and singing, (Ysgol Rhosybol)

- collective worship is well planned, prepared and evaluated by the Senior Management Team in order to ensure that the experience is relevant to the pupils and of a consistently good Standard, (Ysgol Caergeiliog)
- that pupils have regular opportunities for quiet reflection during collective worship, (St. Mary's School).
- Collective worship that contributes towards pupils' understanding of moral and spiritual matters and that help them to respect diversity, truth, justice, rights and responsibilities as well as developing the spirit of community and respect which is fundamental to the ethos of the school. (Ysgol Uwchradd Bodedern).

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

- provide more opportunities for pupils to sing together,(Ysgol Biwmaris).
- ensure that the collective worship sessions held in the classrooms follow the same themes and format as the whole school collective worship sessions, (Ysgol Brynsiencyn).
- ensure that the collective worship in both sectors conform to the statutory requirements, (Ysgol Cylch y Garn).
- provide opportunities for the pupils to read during the collective worship sessions, (Ysgol Rhosybol);
- provide opportunities for pupils to plan and lead the collective worship, (St Mary's School)
- emulate the excellent practice in all collective worship sessions,
- (Ysgol Uwchradd Bodedern).

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 and reflect the principles and recommendations of 'Successful Futures'.

2.3.2 Teacher assessment and external examination results in the secondary sector

Summer 2016

GCSE Results: Religious Studies (full course)

The data represents the candidates who were 15 years old or older in January 2016

Anglesey Secondary schools	Number of candidates	Number of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2016	5	34	94	128	44.1	45.7	45.3	82.4	85.1	84.3	94.1	100	98.4			
2015	5	53	97	150	34.0	51.5	45.3	81.1	82.5	82.0	100	100	100	44	47	46
2014	5	27	110	137	40.7	55.5	52.6	81.5	87.3	86.1	100	100	100	44	48	47
2013	5	32	108	140	28.1	46.3	42.1	81.3	82.4	82.1	100	100	100	44	46	46
2012	4	46	110	156	43.5	65.5	59.0	76.1	94.5	89.1	100	100	100	44	50	49
2011	5	46	100	146	21.7	58.0	46.6	67.4	92.0	84.2	100	100	100	41	49	47

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

2016	Number of candidates			% Excellence			% L2			% L1			Average subject score		
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
Ysgol Syr Thomas Jones	8	15	23	25.0	80.0	60.9	75.0	100.0	91.3	100.0	100.0	100.0			
Ysgol Uwchradd Caergybi	4	4	8	0.0	75.0	37.5	0.0	100.0	50.0	50.0	100.0	75.0			
Ysgol Gyfun Llangefni	6	13	19	16.7	69.2	52.6	100.0	100.0	100.0	100.0	100.0	100.0			
Ysgol David Hughes	14	36	50	71.4	50.0	56.0	100.0	97.2	98.0	100.0	100.0	100.0			
Ysgol Uwchradd Bodedern	2	26	28	100.0	3.8	10.7	100.0	50.0	53.6	100.0	100.0	100.0			
660	34	94	128	44.1	45.7	45.3	82.4	84.1	84.3	94.1	100.0	98.4			
GwE (6 local authorities)	732	1,292	2,024	17.8	33.2	27.6	65.6	80.5	75.1	99.0	99.8	99.6			

Excellent results

- 128 candidates from 5 schools in Anglesey, 22 fewer candidates than in 2015.
- The number of candidates varies from between 8 and 50 candidates.
- 45.3% of the candidates were awarded A*/A grades (excellence) for the second year running.
- 84.3% of candidates attained a level 2 qualification (A* - C), an increase +2.3% since 2015. Two candidates failed to attain a Level 1 qualification (1.6%).
- More girls than boys choose Religious Studies as a GCSE optional subject (B 34 : G 94).
- The difference between the performance of boys and girls at the higher levels is negligible, A*/A (1.6%), L2 (1.7%), however the boys' performance in RS does not match the girls' performance at L1 (-5.9%) for the first time in six years.

GCSE Results: Religious Studies (short course)

This data represents the pupils who were 15 years old or older on January 2016. 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
2016	2*	1	3	4	0.0	0.0	0.0	0.0	66.6	50%	100%	66.6	75%			
2015	2	0	4	4	0.0	75.0	75.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25	25
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

* Pupils educated other than at school and Ysgol David Hughes

A level results: Religious Studies

Anglesey secondary schools	Number of schools	Number of candidates			% A*/A			% A-C			% A-E		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2016	4			54			13.0			74.1			100
GwE				288			15.3			72.9			99.7

AS results: Religious Studies

Anglesey secondary schools	Number of schools	Number of candidates			% A*/A			% A-C			% A-E		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2016	5			11			9.1			36.4			54.5
GwE				95			8.4			38.9			78.9

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 with the lead practitioners (Mefys Edwards and Angharad Derham) in order to prepare for the new GCSE and A level examination specifications.

2.3.3 ESTYN Inspection Reports

Information regarding the inspection by ESTYN of 3 primary schools and 1 secondary school was presented 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>
Bodedern Primary	November	✓	✓ ¹	✓	✗
Llanfawr ²	November	✗	✗	✓	✓
Niwbwrch	January	✓	✓	✓	✓
David Hughes ²	March	✓	✗	✓	✗

1. The report refers to 'services' not collective worship sessions.

2. Ysgol Llanfawr and Ysgol David Hughes were pilot schools as ESTYN trialled its proposed new inspection framework

There are few references to religious education in ESTYN reports, but the reports do note that:

- three of the schools provide a range of appropriate learning experiences that effectively promote pupils' social, moral, spiritual and cultural development;
- two of the schools provide purposeful collective worship sessions;
- two of the schools have established appropriate partnerships with local religious communities;
- Many of the schools provide valuable learning experiences that develop pupils' understanding of different beliefs and religions.

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 and were given the opportunity to outline the religious education and collective worship experiences provided for their pupils:

- Religious Education co-ordinator from Ysgol y Bont (special school)
- Religious Education co-ordinator from Ysgol Llanfawr
- Head teacher of Ysgol Uwchradd Caergybi and a representative from 'Gobaith Môn'.

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 timely 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;

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 Ysgol Uwchradd Caergybi.

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 2016-17

Christians and Other Religions

The Methodist Church

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

Co-opted teachers' representatives

Ysgol Gynradd Llangaffo

Mrs Alwen Williams

Ysgol Parch Thomas Ellis

Alison Debyer

Ysgol Uwchradd Bodedern

Heledd Hiarn Amlyn

Ysgol Syr Thomas Jones

Mary Sumner Edwards

awaiting nomination

Local Members

Councillor Glyn Haynes

Councillor Gwilym O Jones

Councillor Alun Mummery

Councillor Bryan Owen

Councillor Dylan Rees (Chairman)

Councillor Alun Roberts

Co-opted members (non voting)

Rheinallt Thomas

Sunday School Council

Officers

Delyth Molyneux

Director of Lifelong Learning

Gareth Jones

Education officer and SACRE clerk

Bethan James

Humanities Adviser CYNNAL

Shirley Cooke

Committee officer

3.3 SACRE meetings 2016-7

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

- 11 October 2016
- 14 February 2017
- 13 July 2017

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

a) Meeting held on 11 October 2016

- Matters arising: letter to WJEC regarding GCSE courses and materials, update on the progress made by Ysgol Penarnisiog, visits to participate in schools' collective worship.
- Self-evaluation reports: Beaumares, Brynsiencyn, Parch. Thomas Ellis, Uwchradd Bodedern.
- Anglesey SACRE annual report (2015-16)
- Report by GwE challenge adviser: new GCSE
- Wales Association of SACREs: submit an oral report following the meeting held in Rhyl, Denbighshire on 23 June 2016.

b) Meeting held on 14 February 2017

- Matters arising: representative for the Sunday School Council
- ESTYN inspections: Ysgol Gynradd Bodedern, Ysgol Llanfawr
- Self-evaluation reports: Llanfawr, Rhosybol, Cylch y Garn, Caergeiliog, Ysgol David Hughes
- Report by GwE challenge adviser:
 - Standards of religious education
 - Resources for religious education
 - Religious Education and the Curriculum for Life
 - Religious Studies at GCSE and A Level
 - Anglesey SACRE action plan
- SACRE constitution
- Wales Association of SACREs: submit papers following the meeting held at Carmarthen on 18 November 2016

c) Meeting held on 13 June 2017

- Presentation by Ysgol Llanfawr, Ysgol Uwchradd Caergybi a Gobaith Môn
- ESTYN inspections: Ysgol Gynradd Niwbwrch and Ysgol David Hughes
- Self-evaluation reports: Kingsland, Esceifiog, Llanfairpwll, Santes Fair
- Update from the Gwe challenge adviser
- SACRE constitution
- Wales Association of SACREs: submit papers following the meeting held in Usk, Monmouthshire on 3 March 2017.

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
- Mrs Mefys Edwards (presentation)

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:

Delyth Molyneux, Director of Lifelong Learning

Gareth Jones, Education Officer and SACRE clerk

Bethan James, GwE challenge adviser

Shirley Cooke, 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	
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Signed: _____ (Head teacher)

Date: _____

3.6 Guidance for interpreting external examination data

What does the GCSE (full course) table show?

Number of candidates B G Σ	This column shows the number of boys (B) and girls (G) who have followed a full GCSE course in Religious Studies and who have sat the examination this year. The Σ symbol shows the total number of candidates.
% Excellence B G Σ	This column shows the percentage (%) of boys (B) and girls (G) who have gained an A* or A in Religious Studies this year. The Σ symbol shows the total number of candidates.
% L2 B G Σ	The range of qualifications available to candidates has led to a revised method of comparing the standards of the various qualifications. The Level 2 qualification represents A* to C grades in GCSE courses. This column represents the percentage of boys (B) and girls (G) that have achieved an A* to C grade in Religious Studies this year. The Σ shows the total number of candidates.
% L1 B G Σ	The range of qualifications available to candidates has led to a revised method of comparing the standards of the various qualifications. The Level 1 qualification represents A* to G grades in GCSE courses. This column represents the percentage (%) of boys (B) and girls (G) that have

	achieved an A* to C grade in Religious Studies this year. The Σ shows the total number of candidates.						
<table border="1"> <tr> <td colspan="3">Average subject score</td> </tr> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	Average subject score			B	G	Σ	Each grade is worth 6 points. Therefore an A* grade is equivalent to 58 points and a C grade is worth 40 points. The average score of all the subjects shows how this group of pupils (those who have sat Religious Studies in the school) have performed in all their subjects. . The total number of points gained by the pupils is divided by the number of pupils who have sat the examination in the school. This column therefore represents the average score of boys and girls in Religious Studies in the school and in the local authority. The Σ symbol represents the total number of candidates.
Average subject score							
B	G	Σ					

What does the GCSE (short course) table show?

<table border="1"> <tr> <td colspan="3">Number of candidates</td> </tr> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	Number of candidates			B	G	Σ	This column shows the number of boys (B) and girls (G) who have followed a short GCSE course in Religious Studies and who have sat the examination this year. The Σ symbol shows the total number of candidates.
Number of candidates							
B	G	Σ					
<table border="1"> <tr> <td colspan="3">% Excellence</td> </tr> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	% Excellence			B	G	Σ	
% Excellence							
B	G	Σ					
<table border="1"> <tr> <td colspan="3">% L2</td> </tr> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	% L2			B	G	Σ	
% L2							
B	G	Σ					
<table border="1"> <tr> <td colspan="3">% L1</td> </tr> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	% L1			B	G	Σ	
% L1							
B	G	Σ					
<table border="1"> <tr> <td colspan="3">Average subject score</td> </tr> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	Average subject score			B	G	Σ	Each grade is worth 6 points. Therefore an A* grade (short course) is equivalent to 29 points and a C grade is worth 11 points. The total number of points gained by the pupils is divided by the number of pupils who have sat the examination in the school. This column therefore represents the average score of boys and girls in Religious Studies in the school and in the local authority. The Σ symbol represents the total number of candidates.
Average subject score							
B	G	Σ					

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

The theme of the collective worship session was: _____

I heard a:

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













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	
				  
				  
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. 	  
				  

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Adroddiadau Estyn Reports

HAF 2017 SUMMER.

Ysgol Gynradd Dwyran.

Mae gan yr ysgol gynlluniau gwaith priodol sy'n ymateb i ofynion y Cwricwlwm Cenedlaethol a'r maes llafur cytûn ar gyfer addysg grefyddol. Maent yn gytbwys a diddorol ac yn darparu ystod dda o brofiadau dysgu i'r disgyblion. Yn ddiweddar, mae'r ysgol wedi dechrau addasu'r cynlluniau mewn partneriaeth gyda'r ysgolion uno i wella dilyniant a datblygiad yng ngwaith y disgyblion.

Mae amrywiaeth dda o weithgareddau allgyrsiol ar gael i'r disgyblion, sy'n cyfoethogi eu profiadau yn llwyddiannus. Er enghraifft, mae ymweliadau i Oriel Môn, Eglwys Llangeinwen a choedwigoedd sy'n gwarchod cynefin y wiwer goch yn hybu dealltwriaeth y disgyblion o nodweddiad hanesyddol ac amgylcheddol eu hardal yn llwyddiannus. Mae cyfleoedd addas i'r disgyblion ddysgu am draddodiadau, hanes a diwylliant Cymru. Maent yn astudio gwaith arlunydd lleol ac yn dathlu dydd Santes Dwynwen a dydd Gŵyl Dewi Sant.

Mae'r ysgol yn meithrin datblygiad ysbrydol, moesol, diwylliannol a chymdeithasol y disgyblion yn llwyddiannus trwy weithgareddau'r cwricwlwm, cyfnodau amser cylch a chyd-addoli perthnasol. Trefnir cyfleoedd addas i fyfyrion ar bynciau cyfoes i ystyried plant llai ffodus na hwy mewn gwledydd fel Syria.

The school has appropriate schemes of work that respond to the requirements of the National Curriculum and the agreed syllabus for religious education. They are balanced and interesting and provide a good range of learning experiences for pupils. The school has recently begun to adapt the schemes in partnership with the merger schools to improve continuity and development in pupils' work.

A good variety of extra-curricular activities are available to pupils, which enrich their experiences successfully. For example, visits to Oriel Môn, St Ceinwen's Church and woodlands that protect the habitat of red squirrels promote pupils' understanding of their area's historical and environmental features successfully. There are suitable opportunities for pupils to learn about Welsh traditions, history and culture. They study the work of a local artist and celebrate St Dwynwen's Day and St David's Day.

The school fosters pupils' spiritual, moral, cultural and social development successfully through curriculum activities, circle time periods and relevant collective worship sessions. Suitable opportunities are arranged in order to reflect on current issues, for example to consider children who are less fortunate than themselves in countries such as Syria.

Ysgol Gynradd Henblas.

Yn gyffredinol, mae'r profiadau yng nghyfnod allweddol 2 yn bodloni gofynion y cwricwlwm cenedlaethol ac addysg grefyddol yn briodol.

Trwy ei gweithdrefnau a'i pholisïau, mae'r ysgol yn hyrwyddo datblygiad cymdeithasol, moesol, ysbrydol a chymdeithasol ei disgyblion yn effeithiol. Mae'r sesiynau addoli ar y cyd yn atgyfnerthu'r gwerthoedd hyn yn llwyddiannus. Mae'r ysgol hefyd yn hyrwyddo datblygiad ysbrydol disgyblion trwy ddarparu cyfleoedd buddiol iddynt fyfyrïo a chofio am eraill.

In general, experiences in key stage 2 meet the requirements of the National Curriculum and religious education appropriately.

Through its procedures and policies, the school promotes pupils' social, moral and spiritual development effectively. Collective worship sessions reinforce these values successfully. The school also promotes pupils' spiritual development by providing beneficial opportunities for them to reflect and remember others.

Ysgol Uwchradd Caergybi

Mae'r ysgol yn darparu cwricwlwm eang a chytbwys sy'n bodloni anghenion bron pob un o'i disgyblion. Rhoddir amser priodol i fodloni gofynion y Cwricwlwm Cenedlaethol, addysg grefyddol ac addysg bersonol a chymdeithasol.

Mae'r rhaglen addysg bersonol a chymdeithasol yn cyfrannu'n dda tuag at ddatblygiad ysbrydol, moesol a diwylliannol disgyblion.

The school provides a broad and balanced curriculum that meets the needs of nearly all of its pupils. Appropriate time is given to meet the requirements of the National Curriculum, religious education and personal and social education.

The personal and social education programme contributes well towards the spiritual, moral and cultural development of pupils.

Ysgol Gynradd Pencarnisiog

Argymhelliad 3 Arolwg 2016 Recommendation 3 Inspection

Sicrhau bod cynlluniau gwaith yn ymateb yn llawn i ofynion y Cwricwlwm Cenedlaethol a'r maes llafur ar gyfer addysg grefyddol

Ensure that schemes of work respond fully to the requirements of the National Curriculum and the syllabus for religious education.

Llythyr Estyn Mehefin 2017 : Estyn letter of June 2017.

Bernir bod Ysgol Pencarnisiog wedi gwneud cynnydd da o ran y materion allweddol ar gyfer gweithredu yn dilyn ymweliad Estyn ym Mai 2017. Byddwn yn awr yn tynnu enw'r ysgol oddi ar y rhestr o ysgolion y mae angen iddynt gael eu monitro gan Estyn. Ni fydd mwy o ymweliadau monitro gan Estyn mewn perthynas â'r arolygiad hwn.

Ysgol Pencarnisiog is judged to have made good progress in respect of the key issues for action following the Estyn visit in May 2017. The school has been removed from the list of schools requiring Estyn monitoring. There will be no further Estyn monitoring visits in relation to this inspection.

Cwestiynau i CYSAGau/ Questions for chairpersons

Pa gysylltiad rheolaidd sydd gan eich sefydliad ag ysgolion cynradd ac uwchradd yn eich ardal?

What regular contact does your SACRE have with primary and secondary schools in your area?

Pa gymorth ac arweiniad ydych chi'n eu rhoi i staff ysgolion?

What support and guidance do you provide for school staff?

A ydych yn teimlo y gall athrawon fanteisio ar hyfforddiant a chymorth digonol i'w galluogi i addysgu addysg grefyddol yn effeithiol?

Do you feel that teachers have sufficient access to training and support to enable them to teach RE effectively?

A ydych yn teimlo bod unrhyw broblemau o ran athrawon nad ydynt yn arbenigwyr yn addysgu addysg grefyddol mewn ysgolion uwchradd? Sut mae hyn yn effeithio ar safonau disgyblion?

Do you feel that there are any issues with non-specialist teaching RE in secondary schools? How does this impact on pupil standards?

A ydych yn monitro safonau a darpariaeth mewn addysg grefyddol mewn ysgolion lleol? Os ydych, ym mha ffyrdd a pha mor aml? Beth yw eich canfyddiadau?

Do you monitor standards and provision for RE in local schools? If yes, in what ways and how often? What are your findings?

A ydych wedi ystyried effaith Dyfodol Llwyddiannus ar addysgu addysg grefyddol mewn ysgolion? A ydych yn rhagweld unrhyw broblemau os caiff addysg grefyddol ei haddysgu'n rhan o gwricwlwm ehangach y Dyniaethau yn CA3?

Have you considered the impact of Successful Futures on teaching RE in schools? Do you envisage any issues if RE is taught as part of a wider Humanities curriculum at KS3?

At ei gilydd, pa mor dda ydych chi'n teimlo y mae addysg grefyddol yn cael ei haddysgu mewn ysgolion ar hyn o bryd? A ydych yn teimlo bod unrhyw agwedd benodol ar addysg grefyddol yn cael ei haddysgu'n dda neu ei haddysgu'n wael? Pa dystiolaeth ydych chi'n seilio'r farn hon arni?

Overall how well do you feel that RE is currently being taught in schools? Do you feel that any particular aspect of RE is more often taught well or taught poorly? What evidence do you base this judgement on?

A ydych yn teimlo bod safonau addysg grefyddol mewn ysgolion wedi gwella neu ddirywio'n gyffredinol dros y 5 mlynedd diwethaf? Ym mha ffyrdd a pham?

Do you feel that standards of RE in schools have generally improved or declined over the last 5 years? In what ways and why?

Beth ydych chi'n teimlo yw'r prif broblemau y mae ysgolion yn eu hwynebu?

What do you feel are the main issues facing schools?

A oes unrhyw wybodaeth arall yr hoffech ei rhannu â mi?

Is there any other information that you would like to share with me?

Diolch yn fawr i chi am ein helpu â'n hymchwil.

Thank you very much for helping us with our research.

Anfonwch yr ymateb hwn at liz.counsell@estyn.gov.uk erbyn 27 Hydref.

Please email this response to liz.counsell@estyn.gov.uk by October 27th

Os hoffech i mi ddilyn yr holiadur hwn â sgwrs fer dros y ffôn, rhowch eich enw a'ch manylion cyswllt. If you would like me to follow up this questionnaire with a short telephone conversation, please add your name and contact details.

Enw/ Name _____ **Swydd/ Position** _____

E-bost/ Email _____ **Ffôn/ Phone** _____

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Agenda Item 9

Cyfarfod Cymdeithas CYSAGau Cymru, Wrecsam, 7 July 2017 (10.30am – 3pm)

Wales Association of SACREs meeting, Wrexham, 7 July 2017 (10.30am – 3pm)

Presenoldeb/Attendance

<p>Ynys Môn / Anglesey Bethan James (BJ) Rheinallt Thomas (RT) Mefys Jones-Edwards (M J)</p> <p>Blaenau Gwent Gill Vaisey (GV)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans (EE) Vicky Thomas (VT)</p> <p>Caerffili/ Caerphilly Vicky Thomas (VT) John Taylor (JT)</p> <p>Caerdydd / Cardiff Gill Vaisey (GV)</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry (MP)</p> <p>Ceredigion Lyndon Lloyd MBE (LL)</p> <p>Conwy Phil Lord (PL)</p>	<p>Sir Ddinbych / Denbighshire Phil Lord (PL) Emrys Wynne (EW) Simon Cameron (SC)</p> <p>Sir y Fflint / Flintshire Phil Lord (PL) Roz Williams (RL)</p> <p>Gwynedd Bethan James (BJ)</p> <p>Merthyr Tudful / Merthyr Tydfil Vicky Thomas (VT) Ernie Galsworthy (EG)</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey (GV)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot</p> <p>Casnewydd / Newport Vicky Thomas (VT) Sally Northcott (SN)</p> <p>Sir Benfro / Pembrokeshire Mary Parry (MP)</p>	<p>Powys John Mitson (JM) Margaret Evitts (ME)</p> <p>Rhondda Cynon Taf Paula Webber (PW)</p> <p>Abertawe / Swansea Alison Lewis (AL) Vicky Thomas (VT)</p> <p>Torfaen /Torfaen Vicky Thomas (VT)</p> <p>Bro Morgannwg / Vale of Glamorgan Paula Webber (PW)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Sion (TaS) Liz Davies (LD) Bhupinder Virdee-Lace (BV-L) Samantha Jesson (SJ) Martin Matthias (MM) Rev. James Harris (Rev. JH) Ruth Holden (RH)</p> <p>Sylwedyddion / Observers Dr Farookh Jishi (Wrexham Muslim Association)</p>
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Minutes

1. Cyflwyniad a chroeso / *Introduction and welcome*

Members enjoyed choir performances from Eyton VC School, Ysgol Penrhyn and St. Christopher's School. Members were welcomed to the Chamber by Cllr. John Pritchard, Mayor of Wrexham and Sam Jesson, Chair of Wrexham SACRE. They thanked the children for their performances. Sam Jesson noted that with the introduction of Successful Futures, it is an exciting, creative and innovative time for education. Phil Lord (PL) opened the meeting and also thanked the children for their performances. He expressed gratitude to Cllr. Pritchard and Sam Jesson for their welcome.

2. Adfyfrio tawel / *Quiet reflection*

PL led a quiet reflection upon the disaster at Grenfell Tower. He spoke about media reports of a catalogue of events leading up to the disaster. PL asked members to consider that what we say and what we do can have an impact on other people in good or in bad ways. He asked everyone working in SACREs and schools to think about how they can do little things to make a difference for the better.

3. Ymddiheuriadau / *Apologies*

Andrew Pearce, Dr Annette Daly, Neeta Baicher, Tudor Thomas, Sue Cave, Christine Abbas, Mathew Maidment, Alwen Roberts, Dafydd Trehearne, Cllr. P. A. Roberts, Rachel Samuel, Rachel Bendall, Pauline Smith, Manon Jones. Huw Stephens, Sharon Perry-Phillips, Leslie Francis. Helen Gibbon, Meinir Wynne Loader, Huw George, Marilyn Frazer.

4. Cofnodion y cyfarfod a gynhaliwyd yng Nghaerfyrddin, 3 Mawrth 2017 / *Minutes of meeting held in Monmouthshire, 3 March 2017*

With the exception of a few minor typing errors and a missing date on p.7 the minutes were accepted as a true record of the meeting. Proposed by Vicky Thomas and seconded by Rheinallt Thomas

5. Materion yn codi / *Matters arising*

P.4 - matters arising p.10 – Edward Evans (EE) wrote to Kirsty Williams - Action completed.

P. 10. VT found no issue within the inspection report. She met with the Challenge Advisor. Caerphilly sent a letter and survey to all secondary schools and had 100% returns. It was pointed out that the issue of schools not fulfilling their statutory obligations in delivering RE is a wider problem. The survey revealed that some schools were delivering RE during thought for the day or registration. The local authority will write to schools to point out that this is not an appropriate vehicle for the delivery of RE.

p.14. Item 11.h. PW attended two study days at the University of Chester. These were geared toward teachers of A Level, but were not board specific. The aim was to give teachers a 'back to university experience' rather than providing CPD. Nevertheless, PW reported that the workshops provided very good CPD for teachers. The university hopes to provide further study days in the future.

RT raised a concern over the protocol for sending out WASACRE minutes. He reminded WASACRE members that traditionally minutes would be received within two weeks of the meeting. The current process is that minutes are checked by the Chair and the Executive Committee for accuracy prior to being sent out because of the national status of WASACRE. Some SACREs need access to the minutes earlier as there are a wide range of dates for SACRE meetings and they are needed in advance of meetings. Welsh speakers expressed concern that they would have to read the minutes twice if they

were initially sent out in English with a translation to follow. There was a suggestion that the translator be given a date in advance. It was recognised that, as a first principle, there should be equality for both languages. A member suggested that the minutes should be written promptly as there was an honorarium paid to the secretary to do so. The role of the secretary and the honorarium were, therefore, discussed. GV raised the question of payment for the role of Secretary. JM reported that the honorarium paid to the secretary hasn't changed since WASACRE was established. Members discussed whether it might be necessary to have a minutes secretary or whether it would be necessary to review the honorarium? The standard and detail of the minutes were discussed and some members felt that it was important that the secretary have subject knowledge.

ACTIONS:-

- i. Minutes should go out before the SACREs are going to meet.**
- ii. Executive meeting to discuss the honorarium paid to the secretary, the issue of translation into Welsh and to consider when Executive meetings are held in order to send WASACRE minutes to SACREs at the earliest opportunity. Minutes to be checked by the Chair and go out to SACREs before the Executive Meeting.**

6. Cyflwyniad NAPfRE / NAPfRE presentation: *Supporting the new GCSE RS specification - The work of GwE Lead Practitioner's for Religious Studies – Mefys Jones– Lead Practitioner for Religious Education GwE.*

Mefys Jones presented on the progress of lead practitioners in N. Wales and their work to provide support for schools delivering the new GCSE specification. Mefys is a member of Anglesey SACRE and regional lead practitioner in N. Wales. The presentation included:

- a. The aim of the three RS Hubs in the north is to ensure consistency across the region and to support teachers. Three meetings were organised during the year. The initial meetings were used to unpack the specification. It had been difficult to access resources for the new GCSE as text books had not been made available in time.
- b. A questionnaire was distributed to identify teachers' concerns. They needed help in areas such as planning schemes of work, developing assessment material and marking of examination answers. Teachers wanted advice on resources and on the new humanist perspective within the specification. The sharing of resources was a main concern. Accessing Welsh resources was a particular problem as the textbook was initially only published in English. Mefys pointed out that the Buddhism A level course book had arrived a month after the examination. There was also a great concern that both the new GCSE and A Level had been introduced at the same time and that WJEC CPD meeting didn't take place until almost the end of the autumn term.
- c. Lead practitioners explored content that was similar in the old specification and identified what was new in order to consider which resources could be reused. Facebook and email were used for sharing information and uploading resources. Hwb was available, but had not been embedded everywhere. GWE is in the process of setting up a website to upload resources. The Save RE Facebook page had been a valuable resource. For teachers using the medium of English Eduqas resources were useful, but they needed to be translated into Welsh. Other resources included Bitesize, especially the video clips, and True Tube for religious and moral issues.
- d. A conference was held in Llandudno. The support from headteachers in releasing teachers for this event had been very welcome. Joy White attended to talk about assessment. Rob Grinter, a humanist, was present to talk to teachers about the humanist perspective.
- e. The third meeting brought everyone together to share resources and share ideas. The process throughout the year created the feeling that help was available. Links will continue. A bank of examination questions will be set up and teachers will moderate marking. All resources will be

available on the website. There will be meetings with Lynda Maddock, WJEC subject officer, and with other lead practitioners from Wales.

Mefys thanked the dedicated teachers for their participation and collaboration. She acknowledged SACREs had supported the work of the lead practitioners.

Discussion following the presentation:

VT thanked Mefys for all the hard work and shared resources. Mefys was aware that some schools are delivering full course RE in one hour a week. She felt lucky that time is given to RE in her school. She expressed concern that teachers had been expected to create their own resources while waiting for the official resources to arrive. She said that the workload of teachers is massive. MP said that it had been a pleasure to listen to what Mefys had to say and that it was clear in ERW that there is a lack of material provided in Welsh. Mary expressed her gratitude for the translated resources being made available. Mefys said that they had written to Heads thanking them for releasing and supporting teachers. She informed WASACRE that there will be a conference for the whole of Wales on 23rd September. A WASACRE member thanked Welsh Government for providing the opportunities and funding for this work.

7. Cyflwyniad WASACRE/WASACRE presentation: Religious Education from a European perspective. – Phil Lord

PL has had the privilege to work with EfTRE, who meet once a year to discuss RE issues across Europe. PL sits on the Executive committee of EfTRE which is open to all countries in the Council of Europe, the 47 member states who have signed the Convention of Human Rights of the European Court of Human Rights. PL has been surprised at how different countries approach RE. Some teach from a phenomenological viewpoint, but in Europe RE is generally confessional and one religion is generally taught. One of the benefits of RE is to bring about tolerance and understanding of others. In 2009 a study on the way religion is presented across Europe was carried out. Whether confessional or non-confessional, RE is a good driver for tolerance and community cohesion. However, the Council of Europe felt that a move towards a multi-religious approach would be better in order to bring communities together. In 2014 the Council of Europe published the *Signposts* document to bring commonality in RE. The European Forum for the Teachers of RE put teaching packs together with a focus upon multi-cultural aspects of RE.

PL gave an overview of RE in Finland and Austria. He had visited primary and secondary schools in Finland where RE is generally of the Lutheran tradition but is non-confessional. Parents can request RE in their own tradition. Secondary school teachers are required to have a Master's Degree and are given a lot of respect as professionals. All advice on RE comes through the Church and is faith based. Early years education is about play and there is no formal transition between pre and statutory schooling. PL observed a secondary school exploring Lutheran History. Teachers set the activity and pupils got on with it. They knew what they had to do. Independent learning was clearly evident in the high school. Phil talked about the demographics of Austria in comparison to Wales. He referred to a video about RE across Europe which can be found on the EfTRE website (<http://www.eftre.net/>). RE in Austria is compulsory and confessional Roman Catholic, but schools have to provide Protestant education to those who request it. In addition Phil visited an Islamic RE training centre. More pupils are now opting out of confessional RE and those that do so are offered Ethics lessons instead. Denise Cush was in attendance at the conference talking about the religious landscape in Europe. She also spoke about how restrictive it is to teach just one religion. The purpose of RE differs depending upon where you are in Europe. One of the purposes of RE in UK including Wales is to create opportunities for multiculturalism and diversity. PL suggested that we need to have these discussions when designing new curriculum.

Questions:

GV had also attended the EFtRE conference and reported that although RE in Europe was confessional RE pupils would still learn about other faiths as well.

8. Diweddariadau/Updates:

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

GV reported that the document was finished but has been for translation. GV had sent the translated document to RT to proofread. RT said that the content drew him in and that the translation was excellent.

ii. Materion Llywodraeth Cymru / Welsh Government matters –

PW reported that the RE planning meeting on 27/3/17 to discuss the development to the new Humanities Curriculum had been very positive. WASACRE and NAPfRE representatives raised concerns with Welsh Government about RE being left out of the curriculum at Foundation Phase during the last curriculum review and that it is important to avoid the same things happening this time. They raised the issue of the right of withdrawal from RE and suggested that RE needed to be identifiable in the curriculum if legislation on withdrawal is to remain. Welsh Government requested a copy of the WASACRE withdrawal document to help them identify issues that this could raise. Manon Jones produced a timeline to show how the planning of the Humanities AoLE would develop over the academic year and so that regular meetings with WASACRE/NAPfRE could be scheduled. Welsh Government requested information on the procedure for commissioning work from WASACRE. Welsh Government expressed an interest in commissioning a paper from WASACRE on how 'What is Good RE?' fits with the work pioneers were doing. The pioneers would be looking at a number of approaches, including the approach of the Big Ideas Science model. WASACRE/NAPfRE representatives were invited to attend a Humanities pioneer group workshop to contribute to discussions about the group's proposals regarding the scope and structure of the Humanities AoLE from an RE perspective. Representatives raised the issue of assessment and the concern that the new GCSE specifications did not seem to align with Donaldson's Successful Futures. Welsh Government confirmed that Qualifications Wales would be involved throughout the process of developing the new curriculum. Curriculum developments will be shared via a newsletter to SACREs which will be sent from WG to SACRE clerks. SACREs will be able to then respond to the Newsletter by email to Manon Jones. Paula Webber as Secretary to WASACRE is to be copied into responses.

MP said that the pioneers were currently working on strand 2 of curriculum development. WASACRE/NAPfRE representatives have attended meetings with teachers from pioneer schools. This group have been discussing a common way forward. Once this is officially decided WASACRE representatives will receive the agreed proposals. Planning on the way ahead will carry on over the summer period. In September Strand 3 will look at the content of the Humanities AoLE.

Discussion from members also raised the following issues:

SACREs will have to adopt the new curriculum if there is no change in legislation. There may not be a need to change the legislation; however, changes to legislation could be positive as well as negative. Change could also support good RE. It was positive that WASACRE was able to work together with Welsh Government in order to develop a curriculum that works for RE.

iii. RE stakeholder meeting 12/4/17

A concern was raised that the term Religious Education would be removed from the new curriculum and that RE would be absorbed with the Humanities completely. PL said that Manon did not confirm or discount this, however RE skills would certainly need to be identifiable within the new curriculum.

Humanities AOLE group meeting 02/05/17- Report by BJ. MP and BJ attended the meeting of teachers from pioneer schools in Wrexham as observers. The teachers were at the beginning of the process and were asked to 'define humanities.' They also looked at the current curriculum, content

and skills and discussed whether there were aspects worth keeping. Teachers were also invited to identify the major things pupils needed to know by the time they reached the age of 16. This approach has developed from Science Big Ideas. So teachers were asking - What are the major Big Ideas for RE? What is important in RE and how can we share these ideas?

- iv. **New Curriculum Stakeholder meeting 24/5/17** – PL reported that assessment procedures currently create competition that is detrimental to the child. Problems arise when students want to transfer schools. If they are not attaining assessment grades Headteachers sometimes don't want them in the school. PL reported that with the development of the Donaldson Successful Futures curriculum the eyes of the world are looking at Wales. He explained that no education system in the world has changed this significantly. Therefore, Welsh Government wants to get this right. PL felt that Manon Jones and Steve Davies were sincere in wanting to create an inclusive, teacher led, bottom up system. VT commented that it is, therefore, important it is to have Manon Jones present at WASACRE meetings.
- v. **Meeting with Estyn 05/06/17** - VT reported that the meeting had been requested by WASACRE and NAPfRE and that four HMI had attended. She said that the meeting had been positive and mutually beneficial. Representatives enquired about the thematic review of RE. There will be a specific report produced by three HMI and one peer inspector. Mark Champion will have an editing role. Between twenty and twenty-one schools will be included and visits to schools will be made. The focus will be upon standards and provision; assessment; links with the community (community cohesion) and staffing of RE. The team will also look at preparation for the Four Purposes as well as transition between Primary and Secondary. If the inspectors see non-fulfilment of the statutory requirements for RE they will definitely take it up with the school. Upon WASACRE representative's suggestion, Estyn officers agreed to consider whether provision at Foundation Phase appropriately lays the foundation for work at KS2. Additionally, there will be a review of the Foundation Phase and at the suggestion of WASACRE representatives, Estyn officers agreed to ensure that RE will be included in that review alongside other areas of learning. WASACRE was asked to let Estyn know of schools that have good practice in RE.

Representatives explained how monitoring of RE was conducted by SACREs in order to fulfil their monitoring role and that it was becoming more difficult now to get evidence to provide a baseline on RE in schools especially with System Leaders having little or no responsibility for subjects e.g. RE. They discussed the importance of Estyn reports in this process. It was noted that there are more instances of inspectors noting in primary school reports, fulfilment or non fulfilment of statutory requirements for RE, than there were in secondary schools reports. Estyn officers confirmed that the same criteria for primary and secondary should be followed and thanked the delegation for bringing this to their attention and agreed they will look more closely at this issue.

Issues at KS4 were also discussed, including timetables being squeezed due to the Welsh Baccalaureate. Schools find they have insufficient time available to meet requirements of the agreed syllabus. Representatives enquired whether there was a way that Estyn and WASACRE could work together to halt this diminishing status of RE.

Estyn suggested that individual Advisers/ SACREs or LAs can 'tip them off' to good practice in schools or refer to schools which are not following statutory requirements. The delegation and Estyn also felt that really it was the place of the LA to inform Estyn of this in their LA Report before a school is inspected. In reality, Estyn's experience has led to an acceptance that LAs are unlikely to identify schools in this way as it does compromise good working relationships with schools. GV suggested this was an area of real concern and a dilemma which should be given further consideration.

Representatives asked whether through the new Inspection Framework Estyn reports would continue to give qualitative statements in terms of SMSC. It was confirmed that this was the case. It was also noted that the new Framework will have an additional focus in different schools and that RE may be the focus in some schools.

Discussion with Estyn also included the role of RE in promoting community cohesion. WASACRE raised its concerns about withdrawal from RE sometimes being linked to reasons of prejudice. Estyn informed WASACRE that Mark Campion is heading up reporting on Prevent.

An Estyn representative suggested that there was a need for teachers to have training about religions from meeting with faith representatives. GV referred to one LA which is currently planning this type of training opportunity. We will consider how widely this could be shared and whether this could be facilitated by WASACRE and if there are any funding streams available.

PL acknowledged that it is good that WASACRE has a positive relationship with Estyn.

ACTION: To discuss funding of training at the next Executive Meeting.

9. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar Mai 19, 2017/ *Report from the Executive Committee held on 19 May 2017*

WASACRE members received the draft report from the Executive Committee Meeting.

P2. Protocol for people doing work for WASACRE. WASACRE will publish the intention of commissioning on the Website. PL explained the commissioning process. Copyright was also discussed. This process is to be passed in Autumn Executive meeting.

Training opportunities will be discussed in the Autumn meeting of the Executive Committee.

WASACRE received correspondence from Christine Abbas which was discussed in the Executive meeting. PL has sent a response, and a discussion ensued. There is a growing concern that religious groups that were once included in the creation of an agreed syllabus are increasingly feeling marginalised. GV suggested that this could be something discussed by the executive.

PL informed members that the WASACRE Website – will be on the autumn agenda. RT raised the issue that not all documents commissioned by WASACRE were on the Website.

Action: The whereabouts of the missing documents will be investigated.

10. Gohebiaeth /*Correspondence*

- i. WASACE received a request from the Education Workforce Committee for a member to apply to sit on the committee. They have until 21 July to apply.
- ii. Interfaith Network UK – advertising events. SACREs will receive this in the future. Interfaith week is 12-19th November.
- iii. WASACRE received a request for information from Alun Charles, the co-ordinator of a church magazine in Carmarthenshire, concerning withdrawals from collective worship in Wales.

It was also noted that Edward Evans is currently writing a paper concerning collective worship for discussion at the next Executive Committee meeting.

ACTION: PL to phone Alun Charles.

- iv. Correspondence from Annette Daly giving her apologies and expressing concern about Humanist representation on SACREs. Officers noted that this issue has been discussed in recent meetings of WASACRE and the legal situation remains the same.

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

- i. 'Show and Tell' - GV spoke about her new book, *Puddles and the St Francis Service*, which is currently with the printer. This resource is appropriate for Animal Welfare Sunday on 8th October. Gill has been matching RE with the Foundation Phase Areas of Learning and popular topics or themes. Electronic classroom resources have now been added. Additionally, Gill is vetting and selecting non-fiction books because she has found inaccuracies and misinformation within some published books. She is concerned that non-specialists might not be aware of these errors. Therefore, Gill will be putting the vetted resources onto her website. GV enquired whether we could reinstate Show and Tell as a regular feature of WASACRE meetings.
- ii. Humanists for UK have put on a free course for teachers in London. AL has contacted them to ask whether there can be a conference organized in Wales.

12. Dyddiad y cyfarfod nesaf Dydd Gwener 10 Tachwedd, 2017 / Date for next meeting: Bridgend Autumn Friday 10th November, 2017. At the Civic Centre.

Spring Meeting March 9th Civic Centre in Swansea.