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<b>RHYBUDD O GYFARFOD</b>	<b>NOTICE OF MEETING</b>
<b>CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL (CYSAG)</b>	<b>STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)</b>
<b>DYDD MERCHER, 18 EBRILL 2018 AM 2.00 O'R GLOCH</b>	<b>WEDNESDAY, 18 APRIL 2018 AT 2.00 PM</b>
<b>YSTAFELL BWYLLGOR 1 SWYDDFEYDD Y CYNGOR LLANGFNI</b>	<b>COMMITTEE ROOM 1 COUNCIL OFFICES LLANGFNI</b>
<b>Swyddog Pwyllgor</b>	<b>Shirley Cooke 01248 752514 Committee Officer</b>

## **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 MEETING - 10TH OCTOBER, 2017** (Pages 1 - 12)

- To submit for confirmation, the draft minutes of the previous meeting of the SACRE held on 10<sup>th</sup> October, 2017.
- To discuss any matters arising from the above minutes.

**3 CHAIRMAN'S SUMMARY ON THE ANGLESEY SACRE'S DRAFT ANNUAL REPORT 2016/17** (Pages 13 - 14)

To present the Chairman's Summary on the Anglesey SACRE's draft Annual Report for 2016/17.

**4 RELIGIOUS EDUCATION STANDARDS** (Pages 15 - 28)

To present information in relation to the following:-

- School Inspections
- School Self-Evaluations

**5 SUPPORT FOR THE FUTURE**

To receive an update in relation to the above.

**6 WALES ASSOCIATION OF SACRES (WASACRE)** (Pages 29 - 30)

To consider an amendment to the WASACRE's Constitution.

**7 GUIDANCE ON MANAGING THE RIGHT OF WITHDRAWAL FROM RELIGIOUS EDUCATION**

To be shared in the meeting.

**8 CORRESPONDENCE**

To receive any correspondence.

**9 DATE OF NEXT MEETING**

To note the date of the next meeting of the SACRE on 13<sup>th</sup> June, 2018.

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

**Minutes of the meeting held on 10<sup>th</sup> October, 2017**

**PRESENT:** Councillor Dylan Rees (Chair)

**The Education Authority**

Councillors Glyn Haynes, Gwilym O Jones,  
Alun Roberts

**The Religious Denominations**

Mrs Anest Frazer (The Church in Wales)  
Professor Euros Wyn Jones (The Welsh Independents)  
Mrs Catherine Jones (The Welsh Baptists)  
Mr Christopher Thomas (The Catholic Church)

**Co-Opted Member**

Mr Rheinallt Thomas (Sunday Schools' Council)

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

**APOLOGIES:** Mrs Mefys Edwards (Ysgol Syr Thomas Jones)  
Mrs Heledd Hearn (Ysgol Uwchradd Bodedern)  
Mrs Manon Morris Williams (Ysgol Gynradd Llangaffo)

**ALSO PRESENT:** Miss Bethan James (GwE Improvement Support Advisor)  
Mrs Rhian Hughes (Head Teacher -Ysgol Pencarnisiog) (for  
Item 5)

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The Chair welcomed Mrs Anest Frazer to her first meeting of the SACRE. Mrs Frazer will be representing the Church in Wales on the Anglesey SACRE.

The Chair reported that the meeting was not quorate due to the absence of a member from the teaching sector. The SACRE discussed whether the meeting should continue without a quorum, and agreed to proceed without decision making powers in accordance with SACRE's Constitution.

**1. DECLARATION OF INTEREST**

None received.

## **2. MINUTES – 13<sup>TH</sup> JUNE, 2017**

The minutes of the previous meeting of the SACRE held on 13<sup>th</sup> June, 2017 were presented and confirmed as correct, subject to the following:-

Mrs Catherine Jones asked that a correction be noted in the Welsh version of the minutes, that she is a member of the Baptist Church, and not a member of the Presbyterian Church as noted in the apologies.

## **3. MATTERS ARISING**

Mr Gareth Jones, the Education Officer confirmed that:

**6** - A representative from Ysgol David Hughes will attend the next meeting of the SACRE to share the good practice in literacy in RE, as mentioned in the Estyn report.

**8(1)** - Information on the SACRE's role and responsibility has been forwarded to new Members of the SACRE.

**8(2)** - Head Teachers have been thanked for supporting RS teachers and allocating time for them to teach the new RE course. Mrs Mefys Edwards has expressed her appreciation of SACRE's support.

**8(2)** - Correspondence has been sent to the Dean of the Welsh National College conveying SACRE's concerns that theology is in decline in schools and colleges.

**8(2)** - The minutes of the previous meeting of the SACRE have been shared with the Head of Learning.

**8(5)** - The petition link in relation to Collective Worship has been forwarded to members of the SACRE. Mr Rheinallt Thomas, a co-opted member, gave an update on the current situation regarding the petition, and reported that the Welsh Assembly's Petition Committee met on 3<sup>rd</sup> October, 2017 and postponed a decision on the matter.

**A proposal was put forward by the Chair and agreed by the SACRE that he writes to Mr Rhun ap Iorwerth, the Welsh Assembly Member for Anglesey expressing the SACRE's concern at the length of time taken by the Petitions Committee to make a decision on collective worship.**

**Action:**

**As noted above.**

## **4. ANGLESEY SACRE'S ANNUAL REPORT 2016/17**

The draft Annual Report by the Anglesey SACRE for 2016/17 was presented to the Authority for consideration. The Chair thanked Miss Bethan James, the Improvement Support Advisor (GwE) for her effort in preparing the report. The Annual Report summarises the work of this Committee during the past year.

The Support Advisor highlighted the following points from the report:

- 11 self-evaluation reports were submitted during the year, representing 21% of

Anglesey schools, consistent with the number submitted during the past few years. However, there are still schools who have not presented their self-evaluation reports following the letters circulated to them on 1<sup>st</sup> July, 2016, 23<sup>rd</sup> January and 26<sup>th</sup> September, 2017.

- Nearly all schools reported that their standards, provision and Collective Worship were good. One school was very honest and reported that their standards and provision were adequate. It was noted that the school's action points were fair and valid, and the SACRE appreciated the school's willingness to share their plans with the Committee.

The Improvement Support Advisor summarised the main points that every school or group of schools have made. Trends have emerged this year due to the use of the tracking tool. Issues were identified that require further attention during the next two years.

Teachers intended to:-

- ensure that pupils by the end of the Foundation Phase develop and understand the effect of religion on believers;
- develop pupils' reasoning skills as they discuss major religious questions;
- develop pupils' ability to analyse and interpret layers of meaning.

In relation to the provision of RE in schools, the SACRE identified good practices, which demonstrate the nature of experiences children encounter in schools. They include attending educational visits; focusing on questioning skills and carrying out filming work. The Improvement Support Advisor stated that it was good to see secondary school children in KS3 dealing with big, fundamental questions.

The SACRE noted that every school acknowledged that they understand the nature of Collective Worship and comply with the statutory requirements.

In the Improvement Support Advisor's summary of recommendations for the Council, particular emphasis was placed on encouraging the Authority to help co-ordinators to improve RE outcomes in schools, and gain access to guidance and good practice.

With reference to external examination results, it was recommended that secondary school teachers continue to work together. Two Anglesey teachers, Mrs Mefys Edwards and Mrs Angharad Derham from Ysgol Syr Thomas Jones, Amlwch are Lead Practitioners across the North, and have carried out excellent work co-ordinating teachers in Anglesey and Gwynedd specifically to work together to prepare for the new GCSE syllabus.

It was reported that there was very little information relating to RE in the Estyn Inspection reports. Only four Estyn reports have been submitted this year, three in the primary, and one in the secondary sector.

The SACRE's Action Plan was presented for consideration and comment with particular reference to the SACRE's achievement against the priorities and outcomes within the Action Plan. SACRE members agreed that Anglesey

Education Department had made good progress in response to the priorities of the 2015-17 Action Plan. However, the SACRE have not been very pro-active in driving the agenda forward in relation to attending Collective Worship sessions in schools. It was therefore proposed and agreed that arrangements be made for four members of the SACRE to visit schools in different catchment areas to observe Collective Worship and report back to the Committee.

**Action:**

**The Education Officer to target schools in different catchment areas and write to Head Teachers requesting that SACRE members be afforded the opportunity to attend Collective Worship sessions at their schools.**

**GCSE Religious Studies (update shared by SIA on behalf of Mrs Mefys Edwards)**

Since September, bilingual resources to complement the new GCSE RS syllabus have been published on GwE's website. RE teachers in Gwynedd and Anglesey have worked very hard on the project, and their efforts need to be praised. The teachers intend to continue with their work next year and produce material that goes with the course, and hope to provide guidelines for children on how to answer examination questions. Mrs Mefys Edwards had expressed concern that the textbooks to go with the new GCSE and 'A' Level courses are yet to be published in English, with the Welsh versions to follow.

The SACRE were pleased with outcomes in supporting secondary teachers as they prepare and deliver the new GCSE syllabus.

**Anglesey SACRE Action Plan**

The Improvement Support Advisor recommended that the SACRE keep their priorities for a period of one year to improve RE leadership, particularly in preparation for the new curriculum as schools in Wales respond to recommendations made by Professor Graham Donaldson in his report, 'Successful Futures'.

Mr Rheinallt Thomas, the co-opted member, referred to how the RE curriculum is developing at present, and how the Assembly Government sees RE as relevant to the Humanities Area of Learning and Experience. It was noted that a group of representatives from pioneer schools will be outlining the principles of the Humanities Area of Learning and Experience curriculum to schools.

The Improvement Support Advisor gave an update on the Agreed Syllabus for RE. It was noted that the Anglesey SACRE and the Welsh Government have a good relationship when discussing Humanities issues.

The Welsh Government has commissioned external specialists to prepare papers on every subject. Ms Barbara Wintersgill has been commissioned to provide a paper on RE, particularly the big ideas of RE. Her themes are: continuity, change

and diversity; words and beyond; a good life; making sense of life's experiences; influence the community, culture and power, and the big picture.

The WASACRE has also been commissioned to produce an advisory paper for the Humanities Area of Learning and Experience group. The principles refer to the following three important issues in RE:-

- awareness of life's experiences and the questions arising from them;
- teaching beliefs and practices;
- personal exploration and response.

The WASACRE document refers to the contribution of RE to skills, such as literacy, numeracy and ICT, and includes suggestions on the enriching RE experiences a child could have at various times in school.

It was suggested that one SACRE meeting this academic year be replaced by a business meeting or workshop in order to prepare teachers and SACRE members for a revised locally agreed syllabus, and the SACRE's views were sought on the proposal. Since the SACRE only met once a term, members felt they did not want to lose a meeting, and therefore, proposed that a workshop be held in the morning, and the Committee meeting in the afternoon.

Members of the SACRE welcomed the idea of a workshop as a way of moving forward, and sharing the good work carried out in Anglesey schools. Teachers would be invited to the workshop to discuss their views and their work. The consensus was that the SACRE adopts the workshop approach, to commence in Spring/Summer 2018.

The Chair proposed that a new Action Plan be drawn up for the next meeting to address any additional recommendations, and the SACRE agreed to the proposal.

**Action:**

- **The Education Officer to:-**
  - **write to RE teachers in Anglesey schools thanking them for their contribution in preparing and delivering the new GCSE syllabus; and,**
  - **write to Mrs Mefys Edwards thanking her for her excellent presentation at the WASACRE meeting.**
- **The GwE Support Advisor to prepare a new Action Plan for the SACRE's next meeting.**
- **The GwE Support Advisor to arrange a workshop for the SACRE in Spring/ Summer 2018.**

**It was agreed to accept the draft Annual Report of the Anglesey SACRE for 2016/17 subject to the above.**

## 5. RELIGIOUS EDUCATION STANDARDS

**Teacher Assessments** KS3 - not discussed.

**External Examination Results** - not discussed.

### School Inspections

Information from Estyn Inspection reports undertaken at Ysgol Gynradd Dwyran, Ysgol Gynradd Henblas, Ysgol Gynradd Pencarnisiog and Holyhead High School was presented for the SACRE's consideration.

The Chair welcomed Mrs Rhian Hughes, the Head Teacher of Ysgol Pencarnisiog to the meeting.

The Head Teacher reported that in February, 2016, a full Estyn inspection was conducted at Ysgol Pencarnisiog, following a period of instability in the leadership of the school.

It was noted that the Estyn report made five recommendations, which the school had to respond to within twelve months. Recommendation 3 of the Estyn report cited that the school should:

*“Ensure that schemes of work respond fully to the requirements of the National Curriculum and the syllabus for Religious Education.”*

The Head Teacher informed the SACRE that Estyn had returned to the school after twelve months to monitor progress against the recommendations.

During the Estyn inspection, the Head Teacher worked very closely with the schools Support Advisor and the GwE Support Advisor who serves Anglesey SACRE, who ensured that the school responded to Estyn's recommendations. A post-inspection Action Plan was put in place at the school, and staff collaborated and mapped the general overview for RE, ensuring that their plans across the school met the RE requirements. The school used Welsh Government's RE guidelines in the Foundation Phase and KS2 for forward planning, and also made use of resources still available on the Cynnal website.

A detailed presentation was given by the Head Teacher on the course of action Ysgol Pencarnisiog followed to meet Estyn's requirements. It was noted that work to improve standards at the school is ongoing, but the school has been removed from the list of schools requiring Estyn monitoring. The Head Teacher thanked the GwE Advisors for their excellent support and guidance during this difficult time.

The SACRE congratulated the Head Teacher for the good work and progress made at the school, and thanked her for today's presentation.

Councillor Gwilym O Jones reported that he has attended a collective worship session at the school, and was very impressed by the way the children responded well during discussion and were rewarded for their effort.



## **Ysgol Gynradd Dwyran**

The Education Officer reported that Ysgol Gynradd Dwyran has appropriate schemes of work that respond to the requirements of the National Curriculum and the Agreed Syllabus for RE. It was noted that lessons are planned in the short, medium and long term, and teaching at the school is structured.

Extra-curricular activities are available to pupils, and the school fosters pupils' spiritual, moral, cultural and social development successfully, and reflects on topics such as Syria. It was noted from the Estyn report, that the standard of teaching at the school was very acceptable.

## **Ysgol Henblas**

The Education Officer reported that Ysgol Henblas satisfies the requirements of the National Curriculum and RE. The school promotes pupils' moral, social and spiritual development effectively, and Collective Worship sessions reinforce these values.

It was noted that Estyn has placed Ysgol Henblas in the 'significant improvements' category, and will be returning in twelve months' time to monitor the school's progress.

## **Holyhead High School**

The Education Officer reported that Holyhead High School provides a broad and balanced curriculum. The personal and social education programme contributes well towards the spiritual, moral and cultural development of pupils.

The Chair noted that Gobaith Môn's work was recognised in the Estyn report, although the organisation itself was not named. Section 11 of the Estyn report states that:-

*"The school works well in partnership with a youth engagement programme that concentrates on building teamwork and leadership skills. This has helped to improve pupils' wellbeing and attainment".*

The Chair reminded the SACRE of Mr Joe Morino's presentation on behalf of Gobaith Môn at SACRE's last meeting, and referred to the praise Gobaith Môn received from the Head Teacher.

**It was agreed to note the information.**

## **School Self-Evaluation Reports**

The SACRE has not received any self-evaluation reports since its last meeting. Members were concerned that schools are not responding, and they discussed ways of getting schools to co-operate and present their self-evaluation reports. It was suggested that schools who had not participated be named, and the SACRE agreed.

**Action:**

**The Education Officer to write to schools asking them to prepare self-evaluation reports by the next meeting of the SACRE. Schools who complied/did not comply would be named.**

**6. ESTYN'S THEMATIC REVIEW**

The Chair reported that he has received a 'Questions for Chairpersons' questionnaire from Estyn, which he shared with the SACRE. Members of the Committee were asked to provide their input in response to questions. The Support Advisor reported that Estyn is now undertaking thematic reviews in schools. The subject of last year's review was Humanities ie History and Geography, the outcomes of which are published on Estyn's website. The results of the inspections were encouraging in both the primary and secondary sector, and recommendations were put forward to schools, local authorities and the Welsh Government.

This year, Estyn will be carrying out a thematic review on RE, and will be visiting schools throughout Wales as well as undertaking telephone interviews and collating information collected by inspectors during their inspection visits to schools. The only Anglesey school to be visited will be Ysgol Parc y Bont.

The Chair welcomed observations by SACRE members in response to the questionnaire. **It was suggested that the Chair, the Support Advisor and the Education Officer work together on a response to include the SACRE's comments. It was proposed that a draft response be sent to Members for approval, and to include any further comments by the SACRE, before a final version is forwarded to Estyn by the closing date of 27<sup>th</sup> October, 2017.**

The Support Advisor reported that she has received a copy of the questions that Estyn will be asking schools during the thematic review. **She suggested that some of the questions be included in the template that will be sent to schools to prepare self-evaluation reports.**

**RESOLVED that the SACRE agreed to the above.**

**Action:**

- **The SACRE's comments to be sent to the Education Officer.**
- **The Education Officer to forward a draft response to SACRE members on behalf of the Chairman for further comments and approval.**
- **The Education Officer to send a final version of SACRE's response to Estyn by 27<sup>th</sup> October, 2017.**
- **The Support Advisor to include questions from the questionnaire in the template for schools self-evaluation reports.**

**7. ORAL UPDATE ON GCSE RELIGIOUS STUDIES** - Discussed in item 4 on the agenda.

## **8. UPDATE BY THE GWE IMPROVEMENT SUPPORT ADVISOR**

The Support Advisor reminded the SACRE that an RE KS3 Welsh medium magazine is available on the HUB website. The recently issued fourth edition, is entitled 'The Environment'.

## **9. WALES ASSOCIATION OF SACRES (WASACRE)**

The Committee noted the draft minutes of the WASACRE meeting held in Wrexham on 7<sup>th</sup> July, 2017. The Chair reported that he was also present at the meeting, but his attendance was not recorded.

Mr Rheinallt Thomas, the co-opted member highlighted the main points discussed at the WASACRE meeting, and raised a concern over the protocol for sending out the minutes of WASACRE meetings. He reminded WASACRE members that in the past, the minutes would be received within two weeks of the meeting, but the current process takes much longer, even though some SACREs need access to the minutes earlier, in advance of SACRE meetings. It was noted that the minutes are initially sent out in English, with the Welsh translation to follow. It was recognised that there should be equality for both languages when circulating the minutes. Mr Thomas reported that, to date the two action points have not been implemented, as the Welsh version of the minutes have not been received.

Mr Thomas also referred to Mrs Mefys Edwards' excellent presentations on the progress of Lead Practitioners in North Wales, and their work to provide support for schools delivering the new GCSE specification. Mr Thomas and other WASACRE members congratulated Mrs Edwards for her very effective presentation at the meeting.

It was noted that next meeting of the WASACRE will be held in Bridgend on 10<sup>th</sup> November, 2017.

## **10. CORRESPONDENCE**

None received.

## **11. DATE OF NEXT MEETING**

The date of SACRE's next meeting has been re-scheduled to Tuesday, 6<sup>th</sup> March, 2018, due to the unavailability of some SACRE members in February.

The meeting concluded at 4.00 pm

**COUNCILLOR DYLAN REES  
CHAIR**



## CHAIRMAN'S SUMMARY

It is once again a privilege, as Chair of the Anglesey SACRE, to present the 2016/17 Annual Report. The last twelve months have seen some changes within the Committee and I am pleased to welcome to our midst the following new members – County Councillors Glyn Haynes, Bryan Owen and Alun Roberts plus Ms Anest Frazer representing the Church in Wales. I am also pleased to report that we have been able to retain the invaluable input of Mr Rheinallt Thomas, one of our most experienced members, who remains on the Committee representing the Sunday School Council.

During the last year we have continued to make progress in the following key areas:

- (a) Receiving and analysing school's self-evaluation reports. A total of 11 reports were submitted during 2016-17.
- (b) Monitoring collective worship within the schools. Committee members continue to visit schools to see for themselves the nature of the worship taking place and often report back inspired by what they have witnessed.
- (c) Identifying good practice by receiving presentations during our meetings from selected schools which can then be shared.

As is customary there are a number of key recommendations contained within the Report. All these recommendations will subsequently be included within our ongoing Action Plan which will be updated accordingly. The Action Plan currently centres upon four priorities, namely:

- 1: Develop good leadership in religious education and collective worship;
- 2: 'Success Futures': Donaldson's Recommendations and Religious Education;
- 3: Support secondary teachers as they prepare and deliver the new GCSE RS syllabus;
- 4: Promote good quality collective worship.

The above priorities will need to be reviewed in approximately 12 months' time in preparation for the new curriculum as schools in Wales respond to recommendations made by Professor Graham Donaldson in his report "Successful Futures". Major changes in the curriculum will undoubtedly be taking place and the role of WASACRE (the national body) will be crucial in providing input to the Welsh Government on any proposed changes. Having attended my first WASACRE meeting last July I am confident that the committee will undoubtedly be a strong voice to ensure that the importance of religious education is not devalued.

Finally, I would like to again offer my sincere gratitude to my fellow members for their commitment throughout the year and for the dedication shown by the officers whose support is so vital. A special vote of thanks once again to Miss Bethan James, the Supporting Improvement Adviser for GwE (School Effectiveness and Improvement Service) whose contribution and guidance is so crucial to our success.

**COUNCILLOR DYLAN REES**  
**CHAIR OF THE ANGLESEY SACRE**

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## Adroddiadau Estyn Reports

### A. HYDREF 2017 AUTUMN

#### Ysgol Penysarn.

##### **Gofal, cymorth ac arweiniad: Da**

Mae'r ysgol yn gymuned gartrefol, ddiogel a hapus. Rhoddir pwyslais ar gydnabod a pharchu amrywiaeth unigolion a chaiff pob disgybl hawl gyfartal. Mae'r ddarpariaeth ar gyfer datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol y disgyblion yn dda. Mae'r sesiynau cydaddoli yn cefnogi datblygiad ysbrydol a moesol disgyblion yn effeithiol a rhoddir cyfleoedd priodol iddynt fyfyrio ar faterion perthnasol. Mae cyfraniad aelod o'r corff llywodraethol trwy weithgareddau Agor y Llyfr yn cryfhau'r ddarpariaeth yn llwyddiannus. Golyga hyn fod y disgyblion yn datblygu dealltwriaeth gadarn o werthoedd fel gonestrwydd, tegwch a pharch tuag at eraill. Fe amlygir hyn yn glir yn y ffordd mae'r rhan fwyaf ohonynt yn ymdrin â'i gilydd.

##### **Care, support and guidance: Good**

*The school is a homely, safe and happy community. Emphasis is placed on recognising and respecting individuals' diversity and all pupils have equal rights. Provision for pupils' spiritual, moral, social and cultural development is good. Collective worship sessions support children's spiritual and moral development effectively, and they are given appropriate opportunities to reflect on relevant issues. The contribution of a member of the governing body through Open the Book activities strengthens provision successfully. This means that pupils develop a sound understanding of values such as honesty, fairness and respect towards others. This is highlighted clearly in the way in which most pupils treat each other.*

#### Ysgol y Fali.

##### **Gofal, cymorth ac arweiniad: Da**

Mae gan yr ysgol strategaethau pwrpasol i gefnogi anghenion emosiynol a chymdeithasol y disgyblion. Mae'r ysgol yn cydweithio'n dda gyda nifer o wasanaethau ac asiantaethau allanol. Mae'r gweithdrefnau hyn yn effeithiol ac yn cael effaith gadarnhaol ar safonau, cyrhaeddiad a lles disgyblion. Mae hyn yn cyfrannu'n llwyddiannus at yr ethos gofalgaf a chynhwysol sy'n bodoli yn yr ysgol.

Mae parchu aml-ddiwyllynnau, hybu agweddau ar amrywiaeth, gwrth-hiliaeth a datblygu tegwch a chyfle cyfartal yn rhan naturiol o waith yr ysgol. Mae pwyslais amlwg ar hybu gwerthoedd cytûn yr ysgol, ac mae hyn yn cael dylanwad positif ar ymddygiad disgyblion.

##### **Care, support and guidance: Good**

*The school has purposeful strategies to support pupils' emotional and social needs. The school works well with a number of external services and agencies. These procedures*

*are effective and have a positive effect on pupils' standards, attainment and wellbeing. This contributes successfully to the caring and inclusive ethos within the school.*

*Respecting multiculturalism, promoting aspects of diversity, anti-racism and developing fairness and equal opportunities are a natural part of the school's work. There is a clear emphasis on promoting the school's agreed values, and this has a positive influence on pupils' behaviour.*

### **Ysgol Brynsiencyn**

#### **Gofal, cymorth ac arweiniad: Digonol ac angen gwella**

Mae parchu aml-ddiwylliannau, hybu agweddau ar amrywiaeth, gwrth-hiliaeth a datblygu tegwch a chyfle cyfartal yn elfennau cadarn o ddiwylliant yr ysgol. Mae pwyslais amlwg ar ofalu am ei gilydd, ac mae hyn yn cael dylanwad positif ar ymddygiad disgyblion.

#### **Care, support and guidance: Adequate and needs improvement**

*Respecting multiculturalism, promoting aspects of diversity, anti-racism and developing fairness and equal opportunities are sound elements of the school's culture. There is a prominent emphasis on caring for each other, and this has a positive influence on pupils' behaviour.*

### **B. GWANWYN 2018 SPRING**

#### **Ysgol Llanbedrgoch**

#### **Lles ac agweddau at ddysgu: Da**

Mae ymddygiad bron bob disgybl wrth symud o amgylch yr ysgol yn ystod cyfnodau hamdden, gwasanaethau boreol ac mewn gwersi yn ardderchog. Maent yn gwrtais iawn wrth gyfarch ei gilydd, staff ac ymwelwyr. Maent yn groesawgar, yn foengar ac yn trin oedolion ac ymwelwyr gyda pharch.

#### **Gofal, cymorth ac arweiniad: Da**

Mae sesiynau cyd-oddoli o safon uchel, ac yn aml yn seiliedig ar straeon o'r Beibl neu themâu moesol, a chaiff y disgyblion gyfleoedd buddiol i ganolbwyntio ar agweddau fel 'bod yn amyneddgar'. Mae'r pwyslais ar ddatblygu gwerthoedd yn amlwg ym mywyd yr ysgol.

#### **Wellbeing and attitudes to learning: Good**

*Nearly all pupils' behaviour while moving around the school during leisure time, morning assemblies and in lessons is excellent. They are very polite when greeting each other, staff and visitors. They are welcoming, polite and treat adults and visitors with respect.*

#### **Care, support and guidance: Good**

*Collective worship sessions are of a high standard and are often based on stories from the Bible or moral themes, and pupils are given beneficial opportunities to concentrate on aspects such as 'being patient'. The emphasis on developing values is prominent in the school's life.*

#### **Ysgol Santes Gwenfaen, Rhoscolyn**

#### **Gofal, cymorth ac arweiniad: Da**

Mae'r ysgol yn hyrwyddo pwysigrwydd ymddygiad da, cwrteisi, parch, ac ymroddiad yn llwyddiannus iawn. O ganlyniad, mae'r disgyblion yn ymddwyn yn ardderchog, yn



dangos parch tuag at ei gilydd ac ymwelwyr, ac yn ymateb yn gydwobodol i'w gweithgareddau.

Mae'r ysgol yn hyrwyddo datblygiad ysbrydol, moesol a chymdeithasol y disgyblion yn effeithiol ac mae'r ymweliadau â'r gymuned leol yn cyfoethogi hyn ymhellach.

***Care, support and guidance: Good***

*The school promotes the importance of good behaviour, courtesy, respect and dedication very successfully. As a result, pupils behave excellently, treat each other and visitors with respect, and respond conscientiously to their activities.*

*The school promotes pupils' spiritual, moral and social development effectively, and visits to the local community enrich this further.*

**Ysgol Rhosybol.**

Arolygwyd yr ysgol 12 Mawrth, 2018, a chyhoeddir yr adroddiad ar 17 Mai.

*The school was inspected 12 March, 2018, and the report will be published 17 May.*

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## Rationale

Religious Education is managed locally by a Standing Advisory Council for Religious Education (SACRE). It includes three committees: the representatives of the area's main religious traditions, representatives of the local authority's teachers and representatives. SACRE's main function is, 'to advise the authority on such matters as are connected with Religious education in county schools and with the religious education that is to be given in accordance with the agreed syllabus by which the authority refers them to the council or that the council sees fit'. (Education Reform Act 1988 a.11(1)(a))

Môn SACRE believes that this council should be based on current information hoping that the guidelines that follow enable headteachers to support SACRE in its duties.

In the past, Môn SACRE has monitored religious education and worship together through

- reviewing ESTYN's inspection reports ;
- analysing Local Authority teacher assessments and secondary school examination results ;
- receiving regular reports from local school services / advisory representatives ;
- inviting teachers and headteachers to share examples of good practice with SACRE members .

ESTYN's new inspection Framework will now refer specifically to Religious Education and collective worship. Môn SACRE is therefore eager to take advantage of the systems and practices used at present by headteachers and teachers as they prepare for the new Inspection Framework. In Môn SACRE's meeting on February 14th 2011, it was resolved SACRE would fulfil its statutory responsibilities by inviting schools to share their self-evaluation of Religious Education, joint worship and pupils' spiritual and moral development with the members.

Primary and secondary schools are kindly requested to present a summary of the school's self appraisal for the attention of Môn SACRE's clerk during the year that ESTYN inspects the school.

### Contact details:

**Name (SACRE clerk ): Gareth Jones**

**Address : Lifelong Learning Department, Council Building, Llangefni.**

Since 2008, SACREs across Wales have adopted or adapted the National Exemplary Framework for Religious Education (APADGOS, 2008) as their local agreed syllabus. Members of the Religious Education National Advisory Panel have welcomed this consistency across Wales as they have been able to work together to prepare common guidelines for schools and SACREs. Many SACREs in Wales have adopted a system or process similar to the one outlined in this document.

Name of School: YSGOL Corn Hir, Llangefni

<b>Religious Education</b>
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<b>Key Question 1: How good are the outcomes in Religious Education?</b>
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- |  |
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| <ul style="list-style-type: none"><li>• The self-evaluation is based on lesson observations, evaluations of pupils' work and interviews with pupils.</li><li>• Secondary Schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include evaluation of teachers assessments and/or examination results.</li></ul> |
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<b>References:</b> <a href="#">ESTYN's Inspection Framework Section 1</a> and the Curriculum
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Standards in Religious Education – progress in learning

**THE FOUNDATION PERIOD**

The pupils’ ability to discuss and recall is developing well at the beginning of the Foundation Period and by the top of the Foundation Period nearly everyone is able to discuss and ask questions

Nearly everyone can talk about their feelings, their actions and their opinion by the end of the Foundation Period and around a half describe and offer simple observations on other people’s standpoints.

The pupils’ ability to use simple religious vocabulary is developed well across the Foundation Period.

**KEY STAGE 2**

At the bottom of Key Stage 2 (years 3 and 4) every pupil speaks and asks questions about their own experiences, the world around them and aspects of religion. Nearly everyone discusses questions that arise from their own experiences, the world around them and aspects of religion offering their own opinion simply. A minority of the pupils begin to discuss their responses about life around them and religion.

It is seen that the majority of pupils are able to describe some basic beliefs, teachings and religious practices that are researched. Over half the pupils are able to describe how some beliefs, teachings and religious practices affect the lives of believers, with a minority beginning to give specific examples of the way that beliefs, teachings and religious practices affect the lives of believers.

It was recorded that the majority of pupils are able to describe their own feelings, their actions and opinions and offer simple observations on other people’s viewpoints. It is seen that 25% of pupils are beginning to explain in simple terms how their own feelings, actions and opinions are different to those of other people. Nearly everyone is beginning to acknowledge that there is a meaning to religious symbols and using some religious vocabulary suitably with a few using a range of religious vocabulary suitably.

At the top of KS 2 (years 5 and 6) it is seen that the majority of the pupils most often are able to express and justify ideas and opinions about basic questions according to their own research and experience, with very few expressing and justifying their ideas and their opinions. Nearly everyone describes and begins to explain beliefs, teachings and religions. A minority of the pupils are able to explain how their feelings, their actions and their opinions affect their life, and describe how other people’s viewpoint in the same way affect their life.

Nearly everyone at the top of Key Stage 2 use a range of religious vocabulary suitably and about half the pupils are beginning to show a basic understanding of symbolic language.

**Matters for attention:**

**FOUNDATION PERIOD**

- Continue to develop the pupils’ vocabulary and ability to question offering opportunities for them to express opinion by the top of the Foundation Period.
- Develop an understanding of the effect of religion on the lives of believers by the end of the Foundation Period.

**KEY STAGE 2**

- Ensure that the tasks provided are challenging and give pupils an opportunity to investigate, question and discover for themselves.

<b>Excellent</b>		<b>Good</b>	√	<b>Adequate</b>		<b>Unsatisfactory</b>	
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**Key Question 2: How good is the provision in Religious Education?**

- Self-evaluation should consider the following indicators: the time given to the subject, subject knowledge, the teachers' specialism and professional development, the suitability of the study programme and the range of the learning resources used.
- Evaluation of lesson observations and pupils' work allow headteachers and heads of department to come to an opinion about the quality of teaching in Religious Education sessions in school, and the degree to which pupils are induced and encouraged to reach high standards.
- Primary schools should refer to the 'People, Beliefs and Questions' provision for Foundation Period learners as well as Religious Education in KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

**References:** ESTYN's Inspection Framework Sections 2.1 and 2.2 and the Local Agreed Syllabus

The teaching: planning and range of strategies

**THE FOUNDATION PERIOD**

- Foundation period teachers are familiar with the national exemplary framework for presenting Religious Education. They have identified the specific skills that involve people, beliefs and questions through the Knowledge and Understanding of the World areas and Personal and Social Development, Welfare and Cultural Diversity.
- Foundation Period plans on the basis of the above awareness have incorporated people, beliefs and questions within these two areas and across the other learning areas.
- The activities have been planned carefully across the Foundation Period and show continuation from one class to the other as a result of joint-planning and joint-discussion.
- A wide range of experiences are offered to give the pupils every opportunity to make progress in knowledge and understanding and discussion and reasoning skills in the area.
- Narrative resources, non-fiction books, encyclopedias, large books, artefacts, ICT resources, visits/visitors to the school all create interest and enrich the provision in the area.

The Religious aspects in the areas are prepared well in the Foundation Period

**KEY STAGE 2**

- A session of at least an hour is set aside for Religious Education across Key Stage 2. The area is taught by a PPA teacher from year 3 to 6.
- As a result of wide training, ordering rich resources that further deepen the teacher's understanding of the area provision is very good across the period.
- The plans are detailed and ensure continuation and development. Giving attention to big questions have been a medium for ensuring depth and developing the pupils' enquiry skills.
- Detailed assessment methods are a valuable contribution in providing tasks for different abilities.
- Advantage is taken of the opportunities to take the pupils out on visits to places of worship

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

Matters for attention:

**THE FOUNDATION PERIOD**

- Continue to offer a wide range of interesting and valuable experiences.
- Teachers to continue to discuss together and be aware of new resources that are available e.g. in ICT
- Continue to encourage the pupils to develop thinking skills.
- Year 1 plans need to include opportunities to compare beliefs.

**KEY STAGE 2**

- Continue to develop challenging and extending tasks for the more able pupils in every class.
- Use the specialism of people from the outside, the multi-faith society, and Kirsty Williams, Church in Wales to work with the pupils to assist them in asking big questions.

Excellent		Good	√	Adequate		Unsatisfactory	
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**Collective Worship**

**How good is the provision for collective worship?**

**Does the Collective Worship conform to the statutory requirements?**

**Yes** ✓

**No**

**References:** ESTYN's Inspection Framework Section 2.3.1, 'Supplementary guidance on inspecting Collective Worship in non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

**Good characteristics in relation to the quality of Collective Worship**

Collective Worship that follows the common tradition of the Christian faith is provided daily in school. Collective worship is held at class and school level. Moral, spiritual and belief aspects are inspected whilst at the same time nurturing community spirit and promoting ethos and values. There are opportunities also through the PSHE plan to meditate on the world's big questions, and their understanding and knowledge of Christian practices and stories are good. Two visitors are welcomed to the school, the Rector and the Minister, for holding services. In addition we take part in services in Church e.g. Christingle and Easter.

The pupils are given an opportunity to carry out one or several of the following during the Worship:

- Meditate that includes listening, watching or meditating on motivation, presentation or talk by a member of staff or guest speaker.
- Pray
- Sing
- Read
- Share their presentations with the remainder of the school

On the whole Collective Worship makes a significant contribution to the pupils' spiritual, moral, social and cultural development. Advantage is taken of opportunities to develop aspects of PHSE, Worldwide Citizenship and the Welsh Curriculum as part of the worship. Creating ethos that is different to the school's everyday ethos takes place in the majority of the sessions. The teachers are responsible for different services in turn.

On the whole provision is good.

**Excellent**

**Good**

✓

**Adequate**

**Unsatisfactory**

Signed: (Headteacher)

Date:

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## Rationale

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Religious education in county schools and with the religious education that is to be given in accordance with the agreed syllabus by which the authority refers them to the council or that the council sees fit'. (Education Reform Act 1988 a.11(1)(a))

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Name of School: **Pentraeth**

<b>Religious Education</b>
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**Key Question 1: How good are the outcomes in Religious Education?**

- The self-evaluation is based on lesson observations, evaluations of pupils' work and interviews with pupils.
- Secondary pupils should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers' assessments and/or examination results.

**References:** ESTYN's Inspection Framework Section 1 and the Local Agreed Syllabus**Standard in Religious Education – progress in learning****FP**

The pupils show a good understanding of Christians' Religious Festivals in the FP namely Thanksgiving, Christmas and Easter. They can discuss the Bible, the Holy Book and are able to tell stories from the Bible. The majority of the pupils are able to discuss these holidays in some detail. The majority can contribute orally to discussions on moral questions e.g. What makes a good friend, Why it's important to tell the truth etc. They use the books from the series 'Tybed Pam?' namely 'Stori Ruben', 'Holi Hai', 'Gwneud y Pethau Bychain' and 'Planed Arbennig Harri'. Circle time sessions take place daily in the nursery and reception class and weekly in year 1 and 2. The pupils respond well with a small number responding very well. They have a good understanding of religious places such as The Chapel and The Church as well as the religious artefacts of Christians and Hinduism.

**KS2**

The pupils show a good understanding of places of worship, Christian religious artefacts and symbols, Jews and Hinduism.

They contribute well to big questions such as:

Whose world is this?/What makes us human?/Is there Peace? / Do we have to Die? and What is real?

The majority are confident in discussing moral and cultural matters and a small number are very confident and respond very well.

**Matters for attention**

KS Make more use of Circle time in KS2

<b>Excellent</b>		<b>Good</b>	√	<b>Adequate</b>		<b>Unsatisfactory</b>	
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**Key Question 2: How good is the provision in Religious Education?**

- Self-evaluation should consider the following indicators: the time given to the subject, subject knowledge, teachers' specialism and professional development, the adaptability of the study programme and the range of learning resources used.
- Evaluation of lesson observations and pupils' work allow headteachers and heads of department to come to an opinion on the quality of the teaching in Religious Education lessons in the school, and the degrees to which the pupils are induced and encouraged to reach high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for Foundation Period learners as well as Religious Education in KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

**References:** ESTYN's Inspection Framework Sections 2.1 and 2.2 and the Local Agreed Syllabus**The teaching: planning and range of strategies**

The new co-ordinator has a good understanding of the area and the planning conforms on the basis of People, Beliefs and questions for Foundation Period learners and the agreed syllabus in Key Stage 2. There was investment in books and resources e.g. 'Tybed Pam?' series for the Foundation Period.

In the FP the pupils develop their basic knowledge of what is Religion and Christianity. They develop their knowledge of Christian and Jewish main holidays and celebrations. Use is made of the series 'Tybed Pam?' concentrating on the books 'Holi Hai', 'Stori Ruben' and 'Gwneud y Pethau Bychain' mainly. Use is made of circle time in order to promote xxxxx.

In KS2 the pupils continue to develop their knowledge of Christianity, Judaism and Hinduism as they compare some of their practices and beliefs. In replanning thematically the school by now chooses some themes that are led by one of the big questions e.g. Is there Peace. Good use is made of big questions in order to teach the subject successfully.

PSHE , Religious Education and Worldwide Citizenship have been tightly interwovwen throughout the school ( the school has succeeded in gaining International Schools' Step 2 accreditation . Due attention is given to pupils' personal and social development as well as through teaching the three areas .  
Use is made of circle time and Friends First to develop pupils with the school by now hoping to gain Step 6 healthy schools. Respect is promoted to racial variation and equality through the above areas.

There are close links between the local church and the school and the Reverend Gruff Jones visits and holds Services monthly

**Matters for attention**

Arrange more training for the co-ordinator.

Excellent		Good	√	Adequate		Unsatisfactory	
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**Collective Worship**

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

<b>Does the collective worship conform to statutory requirements?</b>	Yes	√	No
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**References:** ESTYN's Inspection Framework Section 2.3.1, 'Supplementary Guidance on reviewing Collective Worship in non-denominational schools' (ESTYN, September 2010) , 'Religious Education and Collecticve Worship' (Welsh Office Circular 10/94)

**Good characteristics in relation to the quality of Collective Worship**

Collective worship sessions take place 5 times a week. Twice as a whole school, twice as a department and once as an individual class. (See Timetable). Extensive use is made of the website beibl.net that prepares spiritual services for the Primary and Secondary sectors. There is a spiritual feeling to the services regularly. Nearly everyone understands the importance of collective worship and treats the hall as God's house during services. A candle is lit to denote the beginning and end of the service and Christian symbols are displayed prominently during services. The Services reflect the school's Christian ethos.

The school promotes spiritual ,moral and cultural development well, we promote values such as tolerance, honesty and fairness very well and the pupils are given opportunities to meditate on their own and others' lives regularly. Through the School Council and by giving attention to the pupil's voice pupils know that responsibility comes hand in hand with rights.

**Matters for attention in relation to the quality of Collective Worship**

**Develop the child's role/voice further in relation to Religious Education**

Excellent		Good	√	Adequate		Unsatisfactory	
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Signed: *Mari Evans* (Co-ordinator)

Date: 14/11/17

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## Agenda Item 6

Where a SACRE provides an Officer or a Member of the WASACRE Executive the person so provided must be one of the representatives that that SACRE appoints to represent it at a WASACRE meeting.

Proposal:

Insert new sentence into paragraph 3 (v) as follows:

- (v) Each member SACRE shall be entitled to send up to four representatives, which may include professional representation, to meetings. **Where a SACRE provides an Officer or a Member of the WASACRE Executive the person so provided must be one of the representatives that that SACRE appoints to represent it at a WASACRE meeting. At any meeting at which a vote is called for each SACRE will be entitled to one vote**

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