

# Public Document Pack



CYNGOR SIR  
YNYS MÔN  
ISLE OF ANGLESEY  
COUNTY COUNCIL

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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 MAWRTH, 19 CHWEFROR 2019 AM 2.00 O'R GLOCH</b>	<b>TUESDAY, 19 FEBRUARY 2019 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, Aled Morris Jones, Gwilym O Jones, Alun Mummery, Dylan Rees,  
Alun Roberts

### **Yr Enwadau 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 Catherine Jones (Undeb y Bedyddwyr/The Baptist Union of Wales), Sedd Wag/Vacant Seat (Undeb yr Annibynwyr Cymraeg/Union of Welsh Independents) Sedd Wag/Vacant Seat (Yr Eglwys Bresbyteraidd/Presbyterian Church of Wales)

### **Athrawon/Teachers**

Mefys Edwards (Ysgol Syr Thomas Jones), Manon Morris Williams (Ysgol Gynradd Llangaffo), Heledd Hearn (Ysgol Uwchradd Bodedern), Sedd Wag/Vacant Seat

### **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 - 9 OCTOBER 2018** (Pages 1 - 8)

- To submit for confirmation, the draft minutes of the previous meeting of the SACRE held on 9 October 2018.
- To discuss any matters arising from the above minutes.

### **3 PRESENTATION - YSGOL GYMUNED RHOSYBOL**

To receive a presentation by Ysgol Gymuned Rhosybol.

### **4 ANGLESEY SACRE'S DRAFT ANNUAL REPORT 2017/18** (Pages 9 - 32)

- To present the draft Annual Report of the Anglesey SACRE for 2017/18.
- To evaluate the Anglesey SACRE's Action Plan.
- To present the Chairman's Summary on the Committee's Draft Annual Report for 2017/18.

### **5 RELIGIOUS EDUCATION STANDARDS** (Pages 33 - 36)

To present information from Estyn inspection reports (Autumn 2018) in respect of the following schools:-

- Ysgol Talwrn
- Sir Thomas Jones School, Amlwch

### **6 SCHOOLS' SELF-EVALUATION** (Pages 37 - 52)

To present Religious Education self-evaluation reports by Ysgol Gymuned Rhosybol, Ysgol Llanfairpwll, Ysgol Parc y Bont, Llanddaniel and Ysgol y Fali.

### **7 THE COMMITTEE'S CONSTITUTION** (Pages 53 - 54)

To review the Anglesey SACRE's Constitution.

### **8 WALES ASSOCIATION OF SACRES (WASACRE)** (Pages 55 - 74)

To submit the draft minutes of the previous meeting of the WASACRE held in Llanilltud Fawr on 20 November 2018.

### **9 CORRESPONDENCE**

To receive any correspondence.

### **10 DATE OF NEXT MEETING**

To note the date of the next meeting of the SACRE on 25 June 2019.

**11 EXCLUSION OF THE PRESS AND PUBLIC**

To consider adoption of the following:-

“Under Section 100(A)(4) of the Local Government Act 1972, to exclude the press and public from the meeting during discussion on the following item on the grounds that it may involve the disclosure of exempt information as defined in Schedule 12A (Category 16) of the said Act.”

**12 HUMANIST MEMBERSHIP OF YNYS MÔN SACRE**

To consider a request to permit a member of the local Humanist Group to join the Ynys Môn SACRE.

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

**Minutes of the meeting held on 9<sup>th</sup> October, 2018**

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

**The Education Authority**

Councillors Gwilym O Jones, Alun W Mummery, Alun Roberts

**The Religious Denominations**

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

**Teacher Representatives**

Mrs Heledd Hearn (Ysgol Uwchradd Bodedern)

**IN ATTENDANCE:** Mrs Helen Bebb (Ysgol Uwchradd Porthaethwy) (Challenge Advisor to the SACRE)

Mrs Gwyneth Hughes (Senior Standards and Inclusions Manager, Education) (*Clerk to the SACRE*)  
Reverend Tracy Jones (The Church in Wales)  
Mrs Shirley Cooke (Committee Officer)

**APOLOGIES:** Councillor Glyn Haynes  
Mrs Mefys Edwards (Ysgol Syr Thomas Jones, Amlwch)  
Mr Rheinallt Thomas (Co-opted Member)

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The Chair welcomed all those present, and extended a particular welcome to Mrs Gwyneth Hughes, Mrs Helen Bebb and Reverend Tracy Jones to the meeting. He reported that Mrs Gwyneth Hughes would be acting as Clerk to the SACRE for today's meeting, and Mrs Helen Bebb, who is Head of Religious Education in Ysgol David Hughes, will be undertaking the role of Challenge Advisor to the SACRE for the next twelve months.

**1. DECLARATION OF INTEREST**

None received.

**2. MINUTES OF THE MEETING - 18<sup>TH</sup> APRIL, 2018**

The minutes of the previous meeting of the SACRE held on 18<sup>th</sup> April, 2018 were presented and confirmed as correct, subject to the following:-

## **Matters Arising**

### **(2) - Minutes**

- Mr Rhun ap Iorwerth, AM's response regarding the Welsh Assembly's Petitions Committee's decision on the collective worship petition was forwarded to SACRE members on 9<sup>th</sup> May, 2018.
- Further to the SACRE's concerns regarding the lack of suitable RE teacher training through the medium of Welsh, Professor Euros Wyn Jones reported that Mr Rheinallt Thomas, as President of the Free Welsh Churches, will be raising the matter in a forum meeting of the Welsh National College and Colleges of Higher Education, and will report back to the SACRE in due course.
- It was noted that the new template for schools' self-evaluation reports has been shared with the SACRE.

### **(3) - Chairman's Summary on the Anglesey SACRE's Annual Report for 2016/17**

It was confirmed that a copy of the Chairman's Summary has been forwarded to the Head of Learning to finalise the Anglesey SACRE's Annual Report for 2016/17.

### **(4) - Religious Education Standards**

Due to a full agenda, it had not been possible to include 'Collective Worship in Schools' on the WASACRE agenda for the meeting held in Anglesey on 6<sup>th</sup> July, 2018.

**RESOLVED that the Chair on behalf of the SACRE, requests that 'Collective Worship in Schools' be included on the agenda for discussion at the next meeting of the WASACRE.**

**Action: As noted above.**

### **(5) - Support for the Future**

It was noted that Mr Arwyn Thomas, GwE's Chief Executive, has not responded to the Chair's correspondence expressing SACRE's concern that Miss Bethan James's support to the Anglesey SACRE has been withdrawn without prior notice.

**RESOLVED:-**

- **That the Chair writes to Mr Arwyn Thomas, expressing the SACRE's disappointment that he has not responded to concerns raised by the Chair.**
- **That the SACRE invites Mr Thomas to attend its next meeting in February 2019.**

**Action: As noted above.**

- The Chair reported that the Head of Learning has arranged for the Heads of RE Departments from each of the five secondary schools in Anglesey to undertake the role of Challenge Advisors to the SACRE, alternating on an yearly basis.

The SACRE agreed to monitor the situation, but felt that the support and guidance necessary to fulfil its role and responsibility would not be met via the arrangement. Members of the SACRE showed concern that teachers would be put under greater pressure to undertake extra duties, when they are already overstretched.

- It was noted that the Portfolio Holder for Education has been informed of the SACRE's concerns regarding GwE withdrawing the support and guidance of the GwE Challenge Advisor to the SACRE.
- The Welsh Government Minister for Education, Kirsty Williams, AM, has responded to concerns raised by the SACRE that the new GCSE curriculum in RE is too onerous, and that there is a lack of available resources for teaching RE in Welsh.

**RESOLVED that the SACRE monitors the current situation and concerns raised regarding the new curriculum, and acts upon feedback from RE teachers in due course.**

**Action: As noted above.**

- The Anglesey Presbyterian Church of Wales has not responded to the SACRE's request for the Church to nominate a member to represent the SACRE.

**RESOLVED that the Clerk to the SACRE writes to the Presbyterian Church of Wales requesting that the Church nominates a member as a representative on the SACRE.**

**Action: As noted above.**

- The Chair reported that there is also vacant seat on the SACRE for a member from the teaching sector.

**RESOLVED that the Clerk to the SACRE requests nominations from teachers for the role of teacher representative on the SACRE.**

**Action: As noted above.**

### **3. THE ANGLESEY SACRE'S ANNUAL REPORT FOR 2016/17**

The above report was adopted by the SACRE at its last meeting in April, 2018.

The Chair reported that the Action Plan was drawn up by Miss Bethan James, the GwE Challenge Advisor at the time, based on four recommendations within the report.

The SACRE showed concern that the Action Plan has not been updated, and there is uncertainty as to who will prepare the SACRE's Annual Reports in future. It was suggested and agreed by SACRE's members, that funding be sought via the Head of Learning, with a view to purchasing external expertise to undertake the task of preparing the Annual Report for 2017/18, which is a statutory requirement.

It was noted that some SACRE members felt that they have not been afforded an opportunity to fulfil their duties successfully in terms of delivery of the Action Plan for 2016/17.

**RESOLVED:-**

- **That the Clerk on behalf of the SACRE, seeks funding from the Head of Learning, with a view to securing external expertise to undertake the task of preparing the Annual Report for 2017/18.**
- **That Mrs Helen Bebb, with the assistance of Mrs Heledd Hearn, prepares the SACRE's Action Plan for 2018/19. In order for this arrangement to be fulfilled, arrangement will need to be agreed for additional hours to be allocated to Mrs Bebb.**

**Action: As noted above.**

#### **4. ESTYN INSPECTION REPORT (JUNE 2018)**

The Clerk to the SACRE summarised information on the RE Estyn Inspection Report at Key Stage 2 and Key Stage 3. The report sets out clearly the standards expected from schools.

It was noted that standards are good in RE in the majority of schools. In KS2, most pupils make good progress in developing their RE skills and knowledge. However, some schools do not make sufficient progress with more able children and need to challenge them more. In KS3, most pupils make good progress in lessons and achieve standards in line with their ability and age.

The following points were highlighted during discussion:-

- Words like 'should' are used repeatedly in Estyn terminology, which states exactly what is expected of schools. When referring to numbers, Estyn uses terms such as 'many' to mean 70% or more'; 'few' to mean below 20%. It is important that teachers familiarise themselves with the new Estyn terminology.
- There is a need for more bridging work to be carried out between the primary and secondary sector in RE.
- Leadership is good overall in the majority of schools, with greater strength reported in the secondary sector rather than the primary sector.
- More needs to be done than raise awareness of the new curriculum and



Successful Futures (Donaldson 2015). It was noted that only a minority of schools have made changes to the curriculum to date.

- Concerns were raised regarding the increased use of IT in RE and the new curriculum, and its impact on teachers, who are expected to adapt to the changes without being offered any IT training to improve their skills.
- Some teachers are fearful they 'might say the wrong thing' when teaching religions other than Christianity. The teachers also noted that it can be challenging when there are strong agnostic feelings from the home.
- It was noted that the SACRE does not have an overview of RE co-ordinators in schools for the primary sector to facilitate the sharing of information and resources. It was therefore suggested **and agreed that a database of RE co-ordinators be compiled to enable schools and the SACRE to have points of contact in primary schools.**
- The report states that 'most Headteachers are aware of the local SACRE, but are unsure of its role and purpose'.

To raise awareness of SACRE's role and responsibility, a suggestion was put forward that **SACRE members be invited to attend the next meeting of the Heads of Anglesey's secondary schools.**

**RESOLVED:-**

- **That the SACRE accepts the above recommendations.**
- **That the Challenge Advisor includes the recommendation in bullet point 7 above, in SACRE's Action Plan for 2017/18.**
- **That the Clerk to the SACRE updates the Chair on arrangements for the meeting of the Heads of Anglesey's schools.**
- **That an invitation be extended to Mrs Heledd Hearn and Mrs Helen Bebb to attend the above meeting.**

**Action: As noted above.**

## **5. RELIGIOUS EDUCATION STANDARDS**

### **Estyn School Inspections - Spring 2018**

Information from Estyn inspection reports undertaken at Ysgol Rhosybol, Ysgol Bryngwran and Ysgol Gynradd Llanfairpwll was presented for the SACRE's consideration.

The Chair reported that all three schools inspected had been awarded excellent results by Estyn, and were to be congratulated on their work.

**RESOLVED:-**

- **To note the contents of the information presented.**
- **That the Clerk to the SACRE:-**

- writes to the three schools congratulating them on their success in the Estyn inspections reports, and
- informs the above schools that the SACRE has discussed their achievements in today's meeting as part of the SACRE's work monitoring RE standards in schools, and
- invites the Head of Ysgol Rhosybol to the SACRE's next meeting to discuss the school's achievements and good practices.

**Action: As noted above.**

## **6. SCHOOLS SELF-EVALUATION GUIDANCE NOTES**

The Clerk to the SACRE reported that the guidance notes had been prepared by Miss Bethan James, and are very useful in terms of how to self-evaluate collective worship and RE in schools. They include ideas for schools on how to present evidence, and use words that are familiar to Estyn.

The Clerk referred to the schools self-evaluation template, which lists examples of the type of information that should be presented in electronic format. It was noted that Estyn have now included five questions in the template, compared to the previous three. It was further noted that all the schools inspected last year have received a copy of the guidance notes.

The SACRE showed their appreciation to Miss Bethan James for her excellent work.

**RESOLVED to note and accept the information presented.**

**Action: None**

*Mrs Helen Bebb left the meeting at 3.00 pm*

## **7. SACRE WORKSHOP MEETING RE THE NEW CURRICULUM**

The Chair reported that he attended a SACRE Workshop meeting on 18<sup>th</sup> September, 2018 in Llandudno, together with Mr Christopher Thomas and Mrs Anest Frazer.

Mr Christopher Thomas gave an update on the meeting, and reported that he was very encouraged that schools will now have an opportunity to design their own curriculums within the framework. It was noted that Mr Thomas considered the absence of examinations in future as a move forward, and referred to the positive achievement outcomes schools will be using for assessments eg. 'I can do this', 'I have experienced this', which gives a much better impression of what a child is doing.

It was noted that Successful Futures will be implemented in 2022, and that pupils currently in Year 2 will be impacted by the changes. It was further noted that the absence of the GwE Challenge Advisor to provide clear, objective advice is not going to help the SACRE in its role.

Mrs Anest Frazer reported that this is an anxious time for teachers and pupils who have chosen RE as a subject for GCSE, as there are no bi-lingual resources, and no recognition of where the curriculum is at the moment. She stated that she had expected more answers rather than uncertainty from the new curriculum.

It was drawn to the SACRE's attention that there have been discrepancies recently in a WJEC's RE examination paper. It was noted that five questions presented in an examination paper had disparity between the Welsh and English versions. The SACRE responded that such errors in examination papers were unacceptable, and agreed to inform the WJEC of their concern.

**RESOLVED:-**

- **That Mrs Heledd Hearn confirms in writing to the Chair, the circumstances of the discrepancies encountered with the above examination paper.**
- **That the Chair on behalf of the SACRE, drafts an official letter to the WJEC requesting an explanation regarding the examination paper error, and that the SACRE's concerns about inconsistencies in examination papers are noted.**

**Action: As noted above.**

**8. WALES ASSOCIATION OF SACREs (WASACRE)**

The Chair reported that the WASACRE meeting on Anglesey on 6<sup>th</sup> July, 2018, was well attended by members of the Anglesey SACRE. He stated that the main points raised included concerns in North Wales following the GwE Challenge Advisor's service being withdrawn, which also affects SACREs in Gwynedd, Flint, Conwy and Denbighshire. It was noted that uncertainty was expressed about the future regarding how the SACREs should move forward, which is still under review.

The Chair reported that a presentation was given on the Estyn report in KS2 and KS3; the new curriculum under Donaldson was discussed, as well as the Workshop meeting in Llandudno.

It was noted that Mrs Helen Bebb is now a member of the National Assessment Panel for RE (NAPfRE). As a member, Mrs Bebb will be expected to attend national meetings of the NAPfRE, as a representative of the Anglesey SACRE.

**RESOLVED to note the Chair's feedback and points raised in the meeting.**

**Action: None**

**9. CORRESPONDENCE**

A response from Kirsty Williams, AM was discussed in Item 2(5) of the minutes.

## **Humanist Membership of Ynys Mon SACRE**

The Chair read out a letter he received in June, 2018 from Mr Richard Spate, Chair of the Bangor Humanists Group requesting that the SACRE accepts non-religious representatives on the SACRE.

The Chair reported that he has requested information from Mr Spate regarding the number of Humanists on Anglesey, but to date has not received a response.

**RESOLVED that the SACRE does not come to a decision at present, but awaits a response from Mr Spate to the Chair's request.**

**Action: None**

## **10. DATE OF NEXT MEETING**

**The SACRE noted that the next meeting of the Committee is scheduled for 2.00pm on Tuesday, 19<sup>th</sup> February, 2019.**

The meeting concluded at 3.30pm

**COUNCILLOR DYLAN REES  
CHAIR**

**Standing Advisory Council for Religious Education**

**ANGLESEY  
ANNUAL REPORT**

**September 2017 - August 2018**

**Director of Lifelong Learning**

**Delyth Molyneux / Arwyn Williams**

# CONTENT

## **SECTION 1: INTRODUCTION**

1.1 Introduction by SACRE Chairman: Councillor Dylan Rees

## **SECTION 2: ADVICE TO ANGLESEY COUNCIL**

2.1 SACRE's function in relation to Religious Education

2.2 The Locally Agreed Syllabus

2.3 How good are standards?

2.4 The response of Anglesey Council

2.5 Religious Education and the Welsh Government

2.6 Religious Education and ESTYN

2.7 SACRE's function in relation to Collective Worship

## **SECTION 3: ANNEXES**

3.1 General information about the composition of SACRE

3.2 Membership of Anglesey SACRE 2017-18

3.3 SACRE meetings held during the reporting period

3.4 A list of organisations to which the SACRE report was sent

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**

### **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, 2017-18

## SECTION 2: Advice to Anglesey Education Department

### 2.1 SACRE's function in relation to Religious Education

SACRE's function is outlined 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, that SACRE 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 the members. Anglesey SACRE, Anglesey head teachers and members of the National Advisory Panel for Religious Education (NAPfRE) have approved templates which were drafted in response to the 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. 2 reports were submitted during 2017-18, representing x% of Anglesey schools.



	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Number of reports</b>	6/53	8/53	12/53	11/53	32x
<b>% of Anglesey schools</b>	11%	15%	22%	21%	

Two self-evaluation reports were submitted to Anglesey SACRE during the year. Reports were received from 2 primary schools: Ysgol Corn Hir, Ysgol Pentraeth. There were no action points arising from the reports.

#### **SACREs Recommendations to Anglesey Council**

#### **2.3.2 Teacher assessment and external examination results in the secondary sector**

KS3 teacher assessments and KS4 and KS5 external examination results were not discussed during the SACRE meetings held in 2017-18.

#### **What are SACRE's recommendations to Anglesey Council?**

### 2.3.3 ESTYN Inspection Reports

The Education Officer confirmed that there were no matters arising from the inspections held in Anglesey schools during the year.

Information regarding the inspection by ESTYN of 6 primary schools. The schools were inspected under the terms of ESTYN's new Inspection Framework.

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>
Penysarn	October 2017	✓	✓ <sup>1</sup>	✗	✓
Y Fali	October 2017	✗	✗	✗	✗
Brynsiencyn	December 2017	✓	✓	✓	✓
Llanbedrgoch	January 2018	✗	✓ <sup>1</sup>	✗	✗
Santes Gwenfaen	January 2018	✓	✗	✓	✗
Rhosybol	March 2018	✓	✓ <sup>1</sup>	✗	✗

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

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

- Ysgol Penysarn and Ysgol Santes Gwenfaen promote pupils' social, moral, spiritual and cultural development well, and that Ysgol Rhosybol promote these aspects very successfully,
- the three schools provide valuable experiences for pupils to reflect on the collective worship sessions (Penysarn, Llanbedrgoch, Rhosybol);
- Ysgol Penysarn and Ysgol Santes Gwenfaen have established appropriate partnerships with local religious communities;

## 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.

Schools 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:

- Rhian Jones (head teacher of Ysgol Pencarnisiog): A presentation outlining the steps taken by the school in response to ESTYN's recommendation to "Ensure that schemes of work respond fully to the requirements of the National Curriculum and the syllabus for religious education".
- Mefys Jones, GwE Regional Lead Practitioner and head of the religious education department at Ysgol Syr Thomas Jones: an update on the collaboration of the region's teachers to develop and share resources to support the new Religious Studies GCSE course (WJEC).

Up until April 2018, Anglesey Council commissioned GwE (School Effectiveness and Improvement Service) to support Anglesey SACRE meetings and to represent Anglesey SACRE in regional and national meetings. In the Anglesey SACRE meeting on 18 April 2018, the Education Officer reported that GwE have withdrawn support to the six local authorities in North Wales. Letters were sent to the GwE Chief Executive, Head of Learning and the Portfolio Holder for Education outlining the need for SACRE to receive the right support and guidance in order to fulfil its duties as a statutory body.

### What are SACRE's recommendations to Anglesey Council?

- Ensure that Anglesey SACRE receives the appropriate support and guidance in order to fulfil its duties as a statutory body.
- 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 Agreed Syllabus (or 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>)

### Curriculum for Wales

- 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

- In October 2017, GwE's Supporting Improvement Officer updated members on the recent developments. Barbara Wintersgill's, (Exeter University) work on the 'big ideas for Religious Education' has been shared with the teachers from the pioneer schools which have been developing the new Curriculum. A working group of WASACRE and NAPfRE members have also been commissioned by Welsh Government to produce an advisory paper for the Humanities Area of Learning and Experience and the key messages of this consultation paper were shared with members.

#### **SACRE's recommendation to Anglesey Council**

- Ensure that RE teachers are aware of 'what matters' in the Humanities Area of Learning and Experience.
- 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](http://www.estyn.org.uk);
- Religious Education in Secondary Schools (ESTYN, June 2013), and,
- Supplementary Guidance: collective worship in non-denominational schools (2017).
- Religious Education at Key Stage 2 and Key Stage 3 (ESTYN, June 2018)

#### **SACRE's recommendations to Anglesey Council**

- Ensure that schools and secondary RE teachers are aware of the supplementary guidance and respond to ESTYN's most recent 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:
  - Guidance on Collective Worship (WASACRE, June 2013)
  - 'Supplementary guidance for inspecting collective worship in non-denominational schools' (ESTYN, October 2017);
  - An 'Update for Inspectors (April 2018)' to the Committee. The following extract was highlighted in the guidance:-  
*'A failure to meet the statutory duty might not affect the judgement for IA4. This is something for the team to consider. The team will need to weigh up a number of factors in*

*each specific case, such as the number of pupils that it affects, and the team will have to decide whether this is significant or not and whether it should affect the overall judgement for IA4. Irrespective of whether or not inspectors decide to report on collective worship, they must always report on the spiritual, moral social and cultural development of pupils.'*

- Anglesey SACRE monitors standard of collective worship in schools by reviewing schools' self-evaluation reports;
- 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. A pro forma is available for members to record their observations. One member has attended a collective worship session this year at Ysgol Pencarnisiog.

## **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);

## **SECTION 3: Annexes**

### **3.1 Administrative matters in relation to SACRE**

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

**Christians and Other Faiths, namely,**

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

**Teachers, namely;**

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

**Elected members**

## 3.2 SACRE membership of Anglesey 2017-18

### Christians and Other Religions

The Methodist Church	Rev. Kate McClelland
Union of Welsh Baptists	Mrs Catherine Jones
Presbyterian Church of Wales	Mrs Einir Morris
Church in Wales	Mrs Anest Frazer
Union of Welsh Independents	Prof. Euros Wyn Jones
The Catholic Church	Mr Christopher Thomas

### Co-opted teachers' representatives

Ysgol Gynradd Llangaffo	<del>Mario Alvarado Williams</del>
Ysgol Parch Thomas Ellis	<del>Alison Dehbyer</del>
Ysgol Uwchradd Bodedern	<del>Heidi Hearn</del>
Ysgol Syr Thomas Jones	<del>Mary Sumner</del>
	<i>awaiting nomination</i>

### Councillors

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/Arwyn Williams	Director of Lifelong Learning
Gareth Jones	Education officer and SACRE clerk
Bethan James (until April 2018)	GwE Supporting Improvement Adviser
Shirley Cooke	Committee officer

### 3.3 SACRE meetings 2017-8

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2017-18, Anglesey SACRE met on two occasions:

10 October 2017  
18 April 2018

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

**a) Meeting held on 10 October 2017**

- Matters arising: *invitation extended to Ysgol David Hughes to share good practice, distribution of guidance to new SACRE members, a letter of thanks secondary head teachers for their support to the teachers developing the new GCSE Religious Education course, the reduction in the numbers choosing to study theology in Wales, national petition on collective worship.*
- Anglesey SACRE annual report (draft) 2016-17
- Standards in religious education: school inspections
- Presentation: Ysgol Pencarnisiog's response to the recommendations of the ESTYN inspection report
- ESTYN's Thematic Report
- Update from GwE's supporting improvement adviser
- Wales Association of SACREs: submit an oral report following the meeting held in Wrexham on 7 July 2017
- Anglesey SACRE action plan for 2017-18

**b) Meeting held on 18 April 2018**

- Matters arising: *results of the national petition on collective worship, correspondence from the Coleg Cymraeg Cenedlaethol, the questionnaire distributed as part of ESTYN's thematic review of Religious Education.*
- Anglesey's SACRE's Annual Report 2016-17
- ESTYN inspections: Ysgol Penysarn, Ysgol y Fali, Ysgol Brynsiencyn, Ysgol Llanbedrgoch, Ysgol Santes Gwenfaen, Rhoscolyn, and Ysgol Rhosybol
- Self-evaluation reports: Ysgol Corn Hir ac Ysgol Pentraeth
- Specialist support for Anglesey SACRE
- An amendment to the WASACRE constitution
- Managing the Right of Withdrawal from Religious Education (WASACRE 2018)
- Correspondence

**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:

- ????

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

- ???



**3.3.2** The following provide SACRE with professional support:

Delyth Molyneux/Arwyn Williams, Director of Lifelong Learning

Gareth Jones, Education Officer and SACRE clerk

Bethan James, GwE supporting improvement adviser (until April 2018)

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

#### How can SACRE monitor standards?

##### Standing Advisory Council for Religious Education (SACRE)

SACRE's main function is to monitor religious education and collective worship and to advise the local authority on matters relating to religious education and collective worship. The Wales Association of SACREs believes that this advice should be based on current information. Many SACREs monitor standards by inviting schools to share their self-evaluation of Religious Education and collective worship with SACRE members.

##### Further Information:

- Wales Association of SACREs: [www.wasacre.org.uk](http://www.wasacre.org.uk)
- Religious Education and Collective Worship: Circular 10/94 (Welsh Office)
- So You're Joining Your Local SACRE: a handbook for SACRE members in Wales (WASACRE)
- Guidance on Collective Worship (WASACRE, 2012);
- Review of SACRE reports (Welsh Government, 2011 and 2013)

##### Department for Education and Skills Wales (DfES)

Most SACREs in Wales have adopted or adapted the 'National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales' as their locally agreed syllabus. The Welsh Government has supported the teaching of religious education in schools by providing guidance documents to support teachers, head teachers and SACRE members. These provide useful information about teaching methods, resources and assessment. The 2010-12 national external verification process gave RE departments in secondary schools the opportunity to show their understanding of RE attainment levels.

##### Further information

- <http://wales.gov.uk> > search for Religious Education
- Locally Agreed Syllabus (or National Exemplar Framework for Religious education in Wales)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplifying Learner Profiles at KS2 and KS3 in Religious Education: Additional Guidance (2011)
- Religious Education: Guidance 14-19 year olds (2009)
- People, Questions and Beliefs in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://wjec.co.uk>)

##### ESTYN

The new ESTYN inspection framework identifies five inspection areas or reporting requirements:

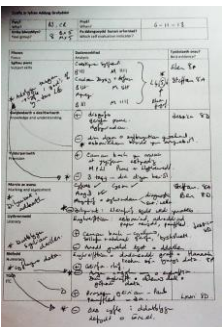
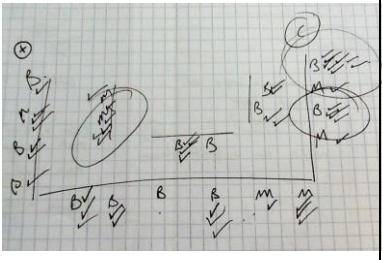
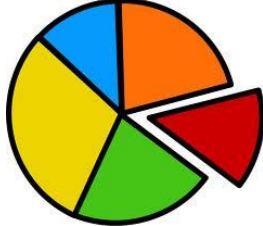
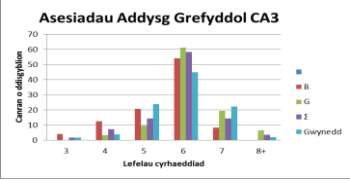

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experience
4. Care, support and guidance
5. Leadership and management

Few school inspection reports include references to the standard and quality of Religious Education and collective worship.

##### Further information:

- [www.estyn.org.uk](http://www.estyn.org.uk)
- Religious Education in Secondary Schools (ESTYN, June 2013)
- Religious and moral education in key stage 2 and key stage 3 (ESTYN, Summer 2018)
- Supplementary guidance : collective worship in non-denominational schools (ESTYN, Autumn 2017)

# What evidence do schools use in order to make judgements?

<p><b>Book Review</b></p> 	<p>Teachers will collect a sample of pupils' work (<i>e.g. range of abilities, ages, boys and girls</i>) and will help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving?</li> <li>• To what extent does pupils' work reflect the requirements of the Locally Agreed Syllabus?</li> <li>• To what extent does pupils' work develop the skills identified by the National Literacy, Numeracy and Digital Competence frameworks?</li> <li>• What improvements do we need to make to our planning, provision and assessment of religious education?</li> </ul>
<p><b>Lesson Observation</b></p> 	<p>Teachers and school leaders will observe lessons and will help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving?</li> <li>• Are the pupils well motivated? Are they contributing to their own learning?</li> <li>• Does the work reflect the requirements of the Locally Agreed Syllabus?</li> <li>• Does the work develop the skills identified by National Literacy, Numeracy Digital Competence framework?</li> <li>• What improvements do we need to make to our planning, provision and assessment?</li> </ul>
<p><b>Questionnaires and interviews</b></p> 	<p>Schools can analyse the results of questionnaires used with pupils, teachers and parents to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What do they think about the content of the RE lessons? Are there significant groups who are offering different opinions?</li> <li>• What progress are they making in their RE skills?</li> <li>• What are their perceptions/attitudes/opinions?</li> <li>• What improvements do we need to make to our planning, provision and assessment of religious education?</li> </ul>
<p><b>Data</b></p> 	<p>Schools can use teacher assessment data or external examination results (secondary schools only) in order to identify trends or patterns.</p> <ul style="list-style-type: none"> <li>• How well are boys/girls/groups performing over time? (all schools)</li> <li>• How well are our pupils performing in comparison with other departments/other schools? (secondary schools only)</li> <li>• Are there any groups of pupils who are underachieving? (all schools)</li> <li>• What improvements do we need to make to our planning, provision and assessment of religious education?</li> </ul>
<p><b>Other</b></p> 	<p>Schools can also base their judgements on other evidence such as,</p> <ul style="list-style-type: none"> <li>• Success in local or national RE competitions;</li> <li>• Participation in local or national RE events/conferences/projects/publications;</li> <li>• Monitoring reports by other members of staff, <i>e.g. school literacy, numeracy or ICT co-ordinators</i>;</li> <li>• Minutes of meetings held with teachers, school governors or SACRE visitors.</li> <li>• Action research undertaken by a member of a Professional Learning Community;</li> <li>• External accreditation, <i>e.g. RE Quality Mark</i></li> </ul>

## SACRE Guidance

### To what extent does the school's provision promote pupils' personal development? (Inspection area 4.2)

Evaluating the standards and provision of religious education will help schools evaluate inspection area 4.2, 'Personal development (including spiritual, moral, social and cultural development).'

ESTYN's inspection guidance (September 2017) for social and moral development notes:

*"Inspectors should consider the extent to which the school provides effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs. They should consider how well the school develops pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values. They should consider how well the school promotes principles that help pupils to distinguish between right and wrong. They should consider how far the school fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others, both locally and as members of a diverse global world."*

Within the school's self-evaluation cycle or calendar, school leaders will need to consider what evidence is available to them in order to make an evaluative judgment on Inspection Areas 4.2. Religious Education and collective worship can make important contributions to pupils' personal development.

The following exemplar questions are based on ESTYN's Common Inspection Framework (September 2017) and the questions used by ESTYN during the thematic review of religious education during the autumn term of 2017. Using these prompt questions with staff, governors, pupils and their Supporting Improvement Adviser, will enable schools to identify strengths and weaknesses to help them to plan improvements. There is no need to answer every question.

### Inspection Area 1: Standards

**Remember to use qualitative and evaluative language and include 'real' examples of pupils' work!**

- What is our view on standards of religious education in our school? (FP, KS2, KS3, KS4, KS5 pupils)
- How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions?
- How well do groups of pupils make progress in religious education? What have we identified in their work that shows their progress?
- How well do our pupils use their speaking and listening, reading and writing skills, their numeracy and ICT skills appropriately in religious education?
- Give examples of how our pupils have developed their thinking skills, their creativity and physical skill in religious education activities in the classroom and outside the classroom.
- **What do we need to do differently in order to improve?**

### Inspection Area 2: Wellbeing and attitudes to learning

**Remember to use qualitative and evaluative language and include 'real' examples of pupils' work!**

- Do our pupils show an interest in religious education?
- What do you think our pupils gain from religious education?
- **What do we need to do differently in order to improve?**

### Inspection Area 3: Teaching and learning experience

**Remember to use qualitative and evaluative language and include 'real' examples of the provision. Time allocated to religious education? % of pupils that choose Religious Studies as an option? % of pupils who attain an accreditation for their statutory religious education.**

- How do we know that our school meets the statutory requirements for religious education?
- How does our school teach religious education?
- Does religious education succeed to engage our pupils' interest? Are they stimulated and challenged in their religious education lessons?
- How well do the lessons/activities develop pupils' knowledge and understanding of religious beliefs, teachings and practices as well as their subject skills and cross-curricular skills?
- How good is our planning for religious education? (building on previous knowledge, understanding and skills? clear objectives? teaching methods? resources?)
- To what extent does the feedback in religious education help our pupils to know what they have achieved and what they need to do to improve?

- How do we assess and track the progress of pupils in religious education?
- How does our planning for religious education help pupils to become ambitious, confident, aspirational and knowledgeable individuals? How are we responding to the recommendations of ‘Successful Futures’?
- To what extent does our school provide a range of appropriate learning experiences, within the classroom and outside, in order to develop pupils’ interest and skills in religious education?
- Have we organised any trips or visits linked to religious education? Which year groups, how often, and how do these trips enhance the curriculum?
- Does the religious education reflect the nature of our school’s context? Does it reflect the cultural, linguistic and ethnic diversity of Wales and the local area?
- To what extent do the religious education activities provide purposeful opportunities for pupils to practise and develop their RE skills and their literacy, numeracy and ICT skills?
- **What do we need to do differently in order to improve?**

#### Inspection Area 4: Care, support and guidance

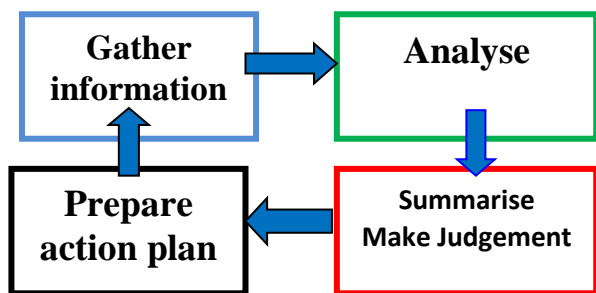
Remember to use qualitative and evaluative language and include ‘real’ examples of the provision.

- To what extent do our religious education lessons/activities help our pupils to be active citizens?
- How do our pupils influence what and how they learn in religious education?
- Do we participate in any community activities or have links with any faith leaders or organisations?
- How does religious education contribute to our pupils’ understanding of the culture of Wales, the local community and the wider world?
- How has religious education helped our pupils to understand equality and diversity? Stereotypes, religious extremism, human rights?
- Which effective opportunities do the school offer pupils to develop certain values and establish their spiritual and ethical beliefs?
- How effective is our school at developing the pupils’ ability to reflect on (extensive) fundamental questions from a religious or non-religious perspective? Their own beliefs or values?
- Does our school meet the statutory requirements regarding collective worship?
- How good is the collective worship? How well do we plan the collective worship over time?
- How do we keep our pupils safe from the dangers of radicalisation, *e.g. extremist material, either through visiting speakers or through speakers on site visits?*
- How do we respond to any concerns that arise about comments made by pupils during religious education lessons?
- **What do we need to do differently in order to improve?**

#### Inspection Area 5: Leadership and management

- Has the RE subject leader the necessary skills and understanding to lead the religious education effectively?
- Are teachers able to access professional development in religious education?
- How do we allocate resources to support the teaching of religious education?
- How are parents informed of their right to withdraw pupils from RE? How many pupils are withdrawn from RE by their parents and does the school have good arrangements for their provision during RE lessons? Has this number increased/decreased/remained the same over the last 5 years? From what groups do these pupils come? Do you have a conversation with parents around their decision is taken?
- In what ways does our school’s provision for RE help promote better community cohesion?
- How often do we monitor religious education? How do we share this information with staff?
- Do we consider the views of pupils in the self-evaluation report and improvement plans?
- Do we work with RE teachers from other schools? What has been the impact of this?
- What is the ‘best example of religious education’ that we can share with our local SACRE or with other teachers?
- **What do we need to do differently in order to improve?**

## How can SACREs monitor standards?



## How can SACRE gather information?

- By asking schools to submit information and self evaluation.
- By commissioning an 'expert' to visit a sample of schools and provide a termly report;
- By visiting schools themselves;
- By asking pupils, staff, governors in a sample of schools to complete an online questionnaire;
- By studying external examination results and KS3 teacher assessments, (secondary schools only)

## What sources are available in your area?

- An evaluation of schools' self evaluation reports;
- An evaluation of schools' policies, schemes of work, development or improvement plans;
- Performance data: KS3 teacher assessments, GCSE, AS and A level results;
- Reports submitted by SACRE members following school visits;
- An evaluation of questionnaires submitted by learners, staff, governors, SACRE/WASACRE members or governors;
- Presentations by learners, teachers, co-ordinators, headteachers;
- Success in competitions or external accreditation schemes.

## Numbers - quantities and proportions

nearly all	= with very few exceptions
most	= 90% or more
many	= 70% or more
a majority	= over 60%
half	= 50%
around half	= close to 50%
a minority	= below 40%
few	= below 20%
very few	= less than 10%

## Who contributes to the monitoring?

- Teachers and members of schools' SM Teams
- SACRE members
- Local Authority / Consortia officers
- Teachers identified as lead practitioners
- Pupils
- Governors
- Parents

### Excellent

#### Very strong, sustained performance and practice

outstanding, very good, very strong, exceptional, superior, exemplary, superb, very high standard, very high quality, extensive, highly effective, highly creative, well above expectations, expertly done,

### Adequate and needs improvement

#### Strengths outweigh weaknesses, but important aspects require improvement

satisfactory, appropriate, suitable, efficient, competent, relevant, sufficient, enough, valid, solid, sound, average mediocre, limited, inconsistent

### Good

#### Strong features, although minor aspects may require improvement

successful, strong, skilful, worthwhile, beneficial, valuable, positive, thorough, useful, powerful, comprehensive, purposeful, used well, consistently good, effective

### Unsatisfactory and needs urgent improvement

#### Important weaknesses outweigh strengths

insufficient, inefficient, none, no, inappropriate, ineffective, unsuitable, unable, weak, poor, not fit for purpose, restricted

## Useful words and phrases

Xxx has led to...

As a result of xxx standards of xxx have increased xx% since xxx ....

Following the introduction of xxx, xxx has improved, as shown by...

xxx shows that standards of xxx have ...

The effect of xxx can be seen in xxx which shows that...

An improvement in xxxx can be seen in...

The influence of XXX can be seen in the improvement/progress.....

XXXXX shows that x% of the pupils can/have...

XXX shows that x% of the parents/staff/governors are/have... .

## What should be included?

- **The effect of an intervention** on (standards, welfare, attitudes, provision).
- **Trends** over time
- **Comparison** with other schools (?)
- **Judgement** - using evaluative terms.
- **Quantify** whenever possible

Name of the school:

**Religious Education**

**Improvement area 1: Standards in religious education**

*How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What have we identified in their work that shows their progress over time?*

- Use pupils' work, teacher assessment, learning walks, lesson observations to make a judgement.
- Refer to: groups of pupils
- For further guidance, refer to the Locally Agreed Syllabus (National Exemplar Framework), Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Examiners' reports.

Notes:

The standard attained by our pupils in religious education is **JUDGEMENT**

**Inspection Area 2: Wellbeing and attitudes towards learning about religious education**

• *What do you think our pupils gain from religious education?*

- Use pupils' work, an analysis of a RE questionnaire, minutes of meetings held by focus groups/School Council meeting.
- For further guidance, refer to the Supplementary Guidance: listening to learners (ESTYN, September 2017)

Notes:

Our pupils have a **JUDGEMENT** attitude towards religious education in our school.

**Inspection Area 3: Teaching and learning experience in Religious Education**

*How good is the planning and teaching of religious education in our school? Give examples of rich learning experiences in religious education.*

- Use learning walks, lesson observation, pupils' work, interviews with pupils.
- For further guidance, refer to the Locally Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Examiners' reports, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018).

Notes:

The standard of teaching of religious education in our school is **JUDGEMENT**

**Inspection Area 4: Care, support and guidance in Religious Education**

*To what extent do religious education lessons and activities help our pupils to become active citizens?*

- Use learning walks, interviews with pupils, collective worship programme, school newsletter, records of any hate crime/bullying.
- For further guidance refer to SACRE Guidance, Guidance on collective worship (WASACRE), Supplementary guidance: collective worship in non-denominational schools (ESTYN, September 2017), Supplementary guidance: listening to learners (ESTYN, September 2017).

Notes:

Does the school meet the statutory requirements for collective worship?

Yes

No

The contribution of religious education towards our pupils' personal development and community cohesion is **JUDGEMENT**.

**Inspection area 5: Leadership and management in religious education**

*Does the subject leader for religious education have the necessary skills and understanding to lead the subject area effectively?*

- Use schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the co-ordinator/link governor/SACRE representative, minutes of staff meetings, improvement plans, an evaluation of progress, case study following a school-to-school project.
- For further guidance, refer to SACRE guidance

Notes:

Leadership and management of religious education in our school is **JUDGEMENT**

Improvement matters	Actions to be taken	Who is responsible?	By when?
		These details need not be shared with SACRE but the school needs to ensure that accountability is clear to staff and governors.	

**A concise evaluation that will contribute towards the school's evaluation of Personal Development (4.2)**

Concise! Approximately 50 words.

Head teacher:

Signature:

Date:



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













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

Today, the collective worship session helped to:

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

Any other comment :

### 3.7: Anglesey SACRE Action Plan 2017-8

Anglesey SACRE Annual Report 2015-16/2016-17	Action points 2017-18 LA (Local authority) PS (Professional support) SM (SACRE members)	Evidence	Outcomes	
Curriculum for Wales Humanities Area of Learning and Experience "What Matters' statements	<ul style="list-style-type: none"> <li>Eusnure that head teachers, teachers, governors and SACRE meetings are aware of the requirements of the Curriculum for Wales (PS)</li> <li>Contribute to local discussions to plan learning experiences that reflect the 'what matters' statements of the Humanities Area of Learning and Experience (LA+PS+SM)</li> <li>Represent Anglesey in and National discussions relevant to developing the new curriculum and assessment arrangements) (LA+SP+SM)</li> <li>Develop a locally Agreed Syllabus for Anglesey schools that reflects the principles of the Curriculum for Wales</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of SACRE meetings</li> <li>Minutes of WASACRE meetings</li> <li>Anglesey SACRE correspondence and guidance to schools</li> <li>Anglesey Agreed Syllabus</li> <li>Examples of good practice</li> </ul>	<ul style="list-style-type: none"> <li>A locally Agreed Syllabus which reflects the principles of the Curriculum for Wales</li> <li>Religious Education given due consideration as schools revise the curriculum and assessment arrangements.</li> <li>The provision of religious education in all schools is good or very good.</li> <li>Standard of religious education in all schools is good or very good.</li> </ul>	  
Promote good quality collective worship	<ul style="list-style-type: none"> <li>Ensure that schools conform to the statutory requirements and provide good quality collective worship. (LA+SM)</li> <li>Encourage schools to invite Anglesey SACRE to attend collective worship sessions. (SM)</li> </ul>	<ul style="list-style-type: none"> <li>Correspondence to schools</li> <li>Oral reports of SACRE members</li> <li>References to collective worship in ESTYN reports.</li> </ul>	<ul style="list-style-type: none"> <li>ESTYN reports note that collective worship is good.</li> <li>All schools conform to the statutory requirements</li> <li>Improved understanding to collective worship in schools.</li> </ul>	  
<i>Professional support for Anglesey SACRE?</i>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	  
<i>Rich learning experiences – contribution that local partners can make in order to develop an understanding of religious education in the new curriculum.</i>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	  



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## Adroddiadau Estyn Reports

### A. Hydref 2018 / AUTUMN 2018

#### Ysgol Talwrn .

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

Mae ymddygiad bron pob disgybl y tu mewn i'r dosbarth ac o amgylch yr ysgol yn dda. Maent yn ofalgar iawn o'i gilydd, ac yn trin oedolion ac ymwelwyr gyda lefel uchel o barch. Nodwedd arbennig yw'r ffaith fod llawer o'r disgyblon hŷn yn gofalu am ddisgyblion iau mewn ffordd garedig ac annwyl ac yn cymryd eu cyfrifoldebau o ddifrif. Mae hyn yn cyfrannu at natur gynhwysol ac ethos gofalgwr yr ysgol. Mae bron pob disgybl yn teimlo'n ddiogel yn yr ysgol ac yn manteisio'n llawn ar y cyfle i fynegi pryder, a chynnig syniadau yn y 'blwch pryderon'.

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

Mae ansawdd da y gofal, cymorth ac arweiniad gan staff yn cael effaith gadarnhaol iawn ar safonau a lles disgyblion. Mae medrau moesol, cymdeithasol a diwylliannol disgyblion yn datblygu'n llwyddiannus iawn. Mae ffocws cryf yr holl staff ar hyrwyddo disgwyliadau a gwerthoedd uchel yn annog disgyblion i gymryd cyfrifoldeb aeddfed dros eu gweithredoedd. Trefnir cyfleoedd gwerthfawr i ddisgyblion leisio'u barn ac mae'r ysgol yn ystyried eu barn o ddifrif; mae hyn yn cael effaith gadarnhaol ar eu hyder ac yn meithrin synnwyr o falchder a chyfrifoldeb dros eraill.

Mae parchu aml-ddiwylliannau, hybu agweddau am amrywiaeth, gwrth-hiliaeth a datblygu tegwch a chyfle cyfartal yn elfennau amlwg o ddiwylliant yr ysgol. Mae pwyslais ar hybu gwerthoedd cytûn yn cael dylanwad positif ar ymddygiad disgyblion. Mae trefniadau'r ysgol ar gyfer diogelu disgyblion yn bodloni gofynion ac nid ydynt yn destun pryder.

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

Nearly all pupils behave well in the classroom and around the school. They are very caring towards each other and treat adults and visitors with a high level of respect. A particularly good feature is the fact that many older pupils take care of younger pupils kindly and fondly, and take their responsibilities seriously. This contributes to the school's inclusive nature and caring ethos. Nearly all pupils feel safe at school and take full advantage of the opportunity to raise concerns and make suggestions through the 'worry box'.

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

The good quality of care, support and guidance from staff has a very positive effect on pupils' standards and wellbeing. Pupils' moral, social and cultural skills are developing very successfully. The strong focus of all members of staff on promoting high expectations and values encourages pupils to take responsibility for their actions maturely. Valuable opportunities are arranged for pupils to voice their opinions, and the school takes their views seriously. This has a positive effect on their confidence and nurtures a sense of pride and responsibility for others.

Respecting multiculturalism, promoting aspects of diversity, anti-racism and developing fairness and equal opportunities are prominent elements of the school's culture. An emphasis on promoting shared values has a positive influence on pupils' behaviour. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

## **B. Hydref 2018 / AUTUMN 2018**

### **Ysgol Syr Thomas Jones, Amlwch**

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

Nodwedd arbennig o ddisgyblion Ysgol Syr Thomas Jones yw eu hagweddau cadarnhaol tuag at fywyd ysgol a'u haddysg. Maent yn ddisgyblion diymhongar iawn, yn barchus a chwrtais ac yn ymroi i waith a bywyd yr ysgol yn dawel a gwylaidd. Mae'r rhan fwyaf yn canolbwyntio'n llawn trwy gydol y gwersi ac yn dyfalbarhau â'u tasgau yn llwyddiannus.

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

Mae'r ysgol yn cynnig darpariaeth briodol ar gyfer datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol disgyblion drwy wasanaethau, rhaglen addysg bersonol a chymdeithasol a Bagloriaeth Cymru. Cyfoethogir y ddarpariaeth gan gysylltiadau ag asiantaethau a gwasanaethau megis 'Mind', 'Gobaith Môn' a swyddog cefnogi cymunedol yr heddlu. Mae'r ddarpariaeth yn cynnig cyfleoedd buddiol i ddisgyblion gynyddu eu ffitrwydd a'u dealltwriaeth o sut i fyw'n iach.

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

An excellent feature of pupils at Ysgol Syr Thomas Jones is their positive attitudes towards school life and their education. They are respectful and courteous pupils, and commit themselves quietly and modestly to the life and work of the school. Most concentrate fully throughout lessons and persevere with their tasks successfully.

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

The school offers appropriate provision for pupils' spiritual, moral, social and cultural development through assemblies, a personal and social education programme and the Welsh Baccalaureate. Provision is enriched by links with agencies and services such as 'Mind', 'Gobaith Môn' and a police community support officer. Provision offers useful opportunities for pupils to increase their fitness and understanding of how to live healthily.

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Name of School: Ysgol Gymuned Rhosybol Summer 2018

**Religious Education**

**Inspection Area 1: Religious Education Standards**  
*How well do pupils approach the basic questions, explore beliefs, teachings and religious practice(s) and express personal responses to beliefs, teachings, practices and basic questions?*  
*What do you see in their work that shows progress over time?*

Most pupils make good progress in the field, in accordance with the outcomes. Following book scrutiny, several commendable Religious Education activities were seen across the Foundation Phase and the work presentation was consistently good.

At the start of FP, pupils' ability to discuss their own experiences and to discuss the world around them develops and by the end of FP, the majority can confidently discuss their own experiences. Few can discuss their feelings well and discuss others' views and perspectives. After comprehensive work and after organizing a Christening and Wedding, the children's abilities to use simple religious vocabulary across the FP have developed, and a minority of children will start to acknowledge that there is a deeper meaning to religious symbols.

At the bottom of KS2, most can simply recall, respond and communicate to some of the studied religious beliefs and practices. Around half recognize what is similar and what is different within the religions. Most can describe their feelings and opinions and can propose simple remarks on other viewpoints. The majority recognize symbols and can appropriately use simple religious vocabulary. Nearly all pupils can discuss and ask questions about their experiences, the world around them and attitudes of religion, and with encouragement can state their own opinions.

At the top of KS2, a minority of pupils can describe some religious beliefs and practices and how they affect the lives of believers. A minority of pupils can make links between religious beliefs and practices whilst describing the impact on the lives of believers and noting what's similar and what's different. The majority can explain how their own feelings and opinions can impact others and can describe how people's viewpoints affect their lives. They appropriately use a range of religious vocabulary. Around half of the pupils can sensibly discuss basic religious questions. Very mature examples of work on the ten commandments were seen following the project of designing the Perfect World in KS2.

**Our pupils' religious education standards are: Good**

**Inspection Area 2: Wellbeing and attitudes towards learning about Religious Education?**  
*What do you feel that pupils gain from religious education lessons?*

The pupil's voice is a key part of school life and work and nearly all pupils take responsibility for their own learning. There are constant opportunities for pupils to respond and to discuss matters that arise in the news and as a result develops them into knowledgeable, principled citizens. All pupils have been part of coordinating the community project 'Byd Eang', to collect goods for Syrian refugees and for Grenfell Tower inhabitants as well as constantly supporting local activities and charities. This community work has ensured deeper understanding of different religions across the world.

The school's PSHE scheme ensures that pupils receive weekly opportunities to discuss and raise any concerns or big questions when they arise.

**Pupils' attitudes towards religious education at our school are: Good**

**Inspection Area 3: Teaching and learning experiences in Religious Education?**

***What is the quality of the planning and teaching in religious education? Give examples of rich religious education experiences***

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

**FOUNDATION PHASE**

The activities are carefully planned across the Foundation Phase and show sequence from year to year.

A wide range of practical experiences are offered to give pupils every opportunity to make progress.

Narrative resources, information books, visitors and ICT resources enrich provision in the field.

**KEY STAGE 2**

The activities are interesting to pupils who have enough challenge in them.

Religious Education is introduced across the curriculum and as a foundation to other fields.

Advantage is taken of the opportunity to collaborate with visitors from the village which go on pilgrimages and complete charitable work to support the teaching.

ICT is used as a medium to research and to film work in order to enrich the teaching.

Next steps – Develop opportunities in accordance with the New Curriculum and develop a specific area in the classroom, e.g. 'Discovery Den' to ensure opportunities for the school's Yr2 pupils to independently fetch information and to develop opportunities for KS2 to discuss big questions.

**Religious education teaching standards at our school are: Good**

**Inspection area 4: Care, support and guidance in Religious Education?**

***To what extent do religious education lessons/activities help pupils contemplate on religious and non-religious responses to basic questions and to contemplate their own beliefs or values? How does religious education help pupils be active citizens? To what extent does the school provide effective opportunities for pupils to develop certain values and to establish their spiritual and moral beliefs?***

Religious education lessons/activities help pupils to reflect on religious and non-religious responses to basic questions and to effectively reflect on their own beliefs or values.

The opportunities that arise within religious education help pupils to be good principled citizens and the school provides effective opportunities for pupils to develop certain values and to establish spiritual and moral beliefs.

Collective worship is provided daily at the school. Three sessions in the hall and two sessions in the class.

There are opportunities to develop moral, spiritual and belief attitudes in the session as well as promoting values and ethos.

During the worship, children are given the opportunity to listen to a story and a presentation by a member of staff or a visitor, to pray and to sing.

Collective Worship contributes towards children's spiritual, moral, social and cultural development. Advantage is taken of the opportunity to develop PSHE, Curriculum Cymraeg and Worldwide Citizenship aspects as part of the worship.

A weekly 'Open the Book' service is held at the school in addition to special Thanksgiving and Christmas services at the local Chapel.

A member of the Church visits the school each week to conduct a service.

<b>Does the school satisfy the statutory requirements for collective worship?</b>	<b>Yes</b>	<b>/</b>	<b>No</b>	
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**The contribution of religious education towards the pupils' personal development and towards community coherence is: GOOD**

**Inspection area 5: Leadership and management in Religious Education?**

***Does the religious education subject leader have the necessary skills and understanding to effectively lead the subject? How do you know?***

A whole school overview ensures that all Religious Education aspects are effectively addressed across the curriculum and across both key stages

Effective use of the timetable ensures that Collective Worship contributes towards the children's spiritual, moral, social and cultural development. Advantage is taken of opportunities to develop PSHE, Curriculum Cymraeg and Worldwide Citizenship as part of the worship, and very effective use is made of events within the community and outside to motivate children to be principled, knowledgeable citizens.

Effective use is made of the community's organizations and establishments to motivate learning, e.g. visiting an old people's home, community services, collaborating with charities such as SHARE and Macmillan.

**Leadership and management in religious education is: Good**

<b>Areas requiring attention</b>	<b>Action steps</b>	<b>Who?</b>	<b>By?</b>
Continue to develop a wide range of interesting and valuable experiences and incorporate them into the New Curriculum for Wales	Develop Plans		
Ensure more opportunities for pupils to independently fetch information in the FP	Develop Religious Education Tasks in the 'Discovery Den' area in FP and KS2		
Ensure opportunities to discuss big religious questions in KS2			

Simulate good practices in each service	Invite visitors to support aspects of the services	
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**Summative evaluation which will contribute towards the school's evaluation of 'Personal Development (4.2)'**

Care at the school is Excellent and all pupils feel happy and safe, know who to turn to and receive equal opportunities. The pupils' spiritual, moral, social and cultural development is very successfully promoted.

<b>Name of Headteacher</b>	<b>Gwennan Roberts</b>
<b>Headteacher's signature</b>	<i>G. Roberts</i>
<b>Date:</b>	7/2/18



## Subject self-evaluation – Religious Education - SACRE



(The purpose of this section is to note the findings following book scrutiny or evidence of pupils' work within the subject. The bulk, standard, variance, sequence, topical skills, literacy & numeracy skills and cross-curricular aspects should be considered.)

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

	Findings	Steps to take
FP  Page 41	<p>Pupils are very confident in discussing their feelings and can reason with how other actions can affect an individual's feelings.</p> <p>Most can understand what the main messages are within religious stories and some can explain the impact that those messages/lessons have on individuals.</p> <p>Around half of the pupils can identify some distinct religious symbols.</p> <p>By the end of FP, many can successfully identify other religions.</p> <p>By the end of the foundation phase, they can confidently simulate the jobs or enactments of religious people when playing a role.</p> <p>When covering a religious holiday, nearly everyone can identify with and join in on the celebrations.</p>	<p>Create religious displays on the department's walls.</p> <p>Order more of the appropriate religious books.</p>
KS2	<p>Most children can recall religious stories and the majority can express their views regarding the stories' messages through various activities.</p> <p>Most pupils can describe and start to explain other beliefs and religious practices.</p> <p>By using religious terms, many of them can successfully discuss within the context. They can compare the characteristics of religions.</p> <p>Children across the stage are confident in examining religious sources and many of them can consider the matter that's arising, only a few children can support debates and opinions.</p> <p>By the end of the key stage, most can note the characteristics which are similar and different within religions.</p>	<p>Invite visitors, including local clergymen and other religious leaders to lessons.</p> <p>Explain and justify ideas more thoroughly during circle time and give more opportunities for them to express their views on how what they learn affects them.</p>

	<p>With encouragement, pupils appropriately use religious language.</p> <p>Nearly all of them can ask questions about their own experiences and about the world around them, and can discuss questions that arise from their experiences. A few pupils that are on top of the key stage can ask intensive and complex questions and respond to them maturely.</p> <p>The standards seen whilst looking at the children's work show that the standard is good across the school.</p>	
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**Question 2: How good is provision in Religious Education?**

	Findings	Steps to take
FP Page 42	<p>The teachers use the Foundation Phase Framework to plan activities under the headings People, Questions and Faiths whilst looking at the skills that highlight themselves under the headings 'Knowledge and understanding of the world' and 'Personal and social development, well-being and cultural diversity'.</p> <p>The teachers carefully plan and there is clear development from one class to another. The plans give consideration to cross-curricular activities which make use of different areas within the foundation phase. The children are given the opportunity to extend their moral and spiritual development by responding to ideas and questions and by discussing in circle time.</p> <p><i>Very good use is made of stories, books, ICT equipment.</i></p>	<p>Continue to offer a wide range of diverse and interesting experiences for the children. Ensure that work plans challenge comprehension and give opportunities to explain.</p>
KS2	<p>The teachers' background knowledge is good.</p> <p>The work plans respond to the requirements of the syllabus and of the religious education curriculum.</p> <p>Religious education has been mapped in a two year cycle for each class and shows sequence and development from one class to another whilst giving consideration to the literacy and numeracy framework and the skills framework.</p>	<p>Ensure that religious education is taught in accordance with the classroom timetable.</p> <p>Opportunities to develop the 'thinking of impact and results' area within work plans.</p>

	<p>Pupils are given opportunities to work across the curriculum and religious education is incorporated into rich learning experiences.</p>	
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The teaching quality and the provision is good.

### How good is collective worship provision?

#### Does the worship comply with the statutory requirements?

Yes.

Collective worship is considered to be an important part of a school day, is child central, acknowledges the differential nature of children and promotes a communal feel at the school.

Our inclusive collective worship:

- is child-central
- acknowledges the differential nature of pupils
- gives pupils the opportunity to be active (either directly – by singing hymns, by co-praying or by proposing a remark, or indirectly – by reflecting on their experiences)
- promotes a communal feel at the school

Our spiritual collective worship:

- gives the opportunity to compose and to reflect in a quiet and peaceful atmosphere
- happens in a special atmosphere which possibly includes an attractive location, background music or a visible symbol to focus the mind
- encourages pupils to act appropriately when arriving and leaving the worship and to feel at home and comfortable
- encourages pupils to be aware of the spiritual dimension through the medium of words, music and images
- provides an opportunity for pupils to take part in a variety of spiritual experiences such as singing, dancing, drama, sharing food and drink, praying, silence and reflection
- provides the opportunity for pupils to reflect individually
- is a period separate to the announcements of the day

Our educational collective worship:

- has been planned, prepared, presented and evaluated to ensure experiences of standard and relevance
- is relevant to curricular work
- gives the opportunity to reflect on its own educational purpose, celebrating a variety of educational attainments (not only academically or in the play area)
- is a medium of promoting the school's educational aims

## **Characteristics of good practice in collective worship from the Inspection framework**

- Giving sufficient time to creating a respectful feeling environment towards peers, adults and property.
- Providing pupils with opportunities to participate and to respond, either by taking an active part in introducing the worship or by listening, watching and joining in on the offered worship.
- Ensuring that collective worship develops social spirit, encourages common ethos and values, and reinforces positive attitudes
- Carefully planning collective worship, usually over a number of weeks or over a term in order to develop themes and ideas. Showing various plans and a worship balance as a record of the work done.
- Making effective use of appropriate motivations, including drama, music, literature, artefacts and pictures, to preserve the interest and participation of pupils.
- Ensure opportunities for praying and quiet reflection.



**Self-Evaluation – Religious Education**

**Inspection Area 1: Religious Education Standards?**

**1.1 Pupil standards and progress (in religious education)**

Religious Education standards are **good** at the school and the school data proves that **nearly all** learners achieve Level 4 or above in the subject by the end of their time at the school – end of Key Stage 2. This proves the **good** progress made by learners from year to year at the school, and **nearly all** of them achieve Outcome 5 in Personal and Social Development at the end of Yr2 due to the opportunity they're given to develop skills within the 'People, questions and faiths' area, and then they achieve **good consistent** progress, succeeding to achieve Level 4+ in Religious Education at the end of Yr6. However, the numbers achieving Level 5+ by the end of KS2 must be risen.

**1.2 Standards and progress of specific groups**

Generally, the assessment data shows that there is no significant difference between the performance of Males and Females in Religious Education. ALN learners and those that are eligible for free school meals (FSM) make **good** progress from year to year in the subject and favourably compare to the performance of their peers. However, **very little** MAT learners succeed to perform on the higher levels in the subject by the end of KS2 (see that this is a lack of opportunity to perform on the higher levels, and this has been prioritised within the School Development Plan in 2017/18).

**1.3 Standards and progress in terms of cross-curricular skills in religious education**

The work and Theme Books of learners certify that they can use their reading and writing, numeracy and ICT skills **successfully** and **skilfully** whilst completing religious education related tasks, e.g. Yr2 learners did extensive writing whilst presenting information on the Navratri festival on 'Google Docs' as part of their studies on India; Nursery and Reception learners use and develop their knowledge of sets of 2/pairs by completing number tasks related to the Story of Noah's Ark; learners at the top of KS2 research different places of worship and prodigies related to some World religions by using the internet etc. The learners develop their creativeness through **effectively** using their creative skills by completing Religious Education related tasks such as creating mehndi patterns on their hands, creating a mural of a Biblical story and also by performing expressive arts e.g. performing the Rama and Sita story in KS2. Throughout all, each teacher is of the opinion that **nearly all** learners can **effectively** accommodate their speaking and listening skills in the subject.

**Matters requiring attention**

- *Raising the numbers that achieve the higher levels in the subject at the end of KS2, ensuring that each MAT child achieves this – KS2 teachers to remember that the responses and contribution of learners within class discussions are to be considered when assessing Religious Education.*

**Our pupils' religious education standards are:**

Excellent		Good		<input type="checkbox"/>	Adequate		Unsatisfactory	
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**Inspection area 2: Wellbeing and attitudes to learning about Religious Education?**

**Standards in Religious Education – wellbeing and attitudes towards learning**

**2.1 Wellbeing**

Teachers are of the opinion that **most** learners leave the school as ethical and knowledgeable citizens that succeed to identify extreme and prejudice comments and shouldn't make any comments of their kind, e.g. by studying different world religions and understanding that people of different faiths have lives, celebrations and beliefs which are special and unique, which then stretches to studying more challenging topics in the subject at the top of the school such as studying Judaism and the power and influence of Hitler, the Munich Massacre 1972, and the beliefs of heroes such as Martin Luther King.

**2.2 Attitudes to learning**

**Most** learners apply themselves to new experiences and ideas and to some unfamiliar ones introduced and discussed within Religious Education e.g. by learning about holy books, places of worship, beliefs and traditions of other religions such as Islam, different holidays and cultures from across the world.

**Matters requiring attention**

- *Maintain the good number of learners which succeed to identify extreme and prejudice comments in reading materials/videos/audio and which develop to be ethical, knowledgeable and firm citizens.*

**Pupils' attitudes towards learning at our school are:**

Excellent		Good		<input type="checkbox"/>	Adequate		Unsatisfactory	
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### Inspection Area 3: Teaching and learning experiences in Religious Education?

#### Teaching in religious education

##### 3.1 Quality of teaching

Foundation Phase learners' workbooks and evidence from their activities show that they're given **firm** opportunities to develop their knowledge and understanding of religious Christian beliefs, teachings, and practices in addition to other religions. They're given the opportunity to develop this since teachers provide **stimulating** and **commendable** cross-curricular activities and tasks. The work within the 'Big Wide World', 'Light' and 'Happiness' themes are **good** examples. However, examples of similar types of activities are sparse in KS2 during 2016/17, especially tasks that would give some learners the opportunity to perform on the higher levels in the subject, and teachers have started securing beneficial opportunities to ensure this, this year (2017) by adhering to theme work plans and to the school's 'Long Term Religious Education Plan'. This isn't a fair reflection of the provision standard over time and workbooks already show improvement.

The 'Long Term Religious Education Plan' certifies that the teachers within **each** class have now mapped **valuable**, interesting and **comprehensive** opportunities to develop Religious Education skills across all themes across the curriculum, alongside aspects of PSHE and ESDGC such as within 'Oh! What a Wonderful World', 'Champions' and 'Turning and Flowing' in KS2.

It is seen within the theme books that teachers' feedback on the children's work in the subject gives a **beneficial** opportunity for learners to further respond to the task with the use of the Green Question e.g. "How would you enjoy celebrating Diwali?" Through **thorough** planning, **valuable** opportunities are ensured for pupils to develop their skills across the curriculum; including literacy, numeracy, ICT; by teaching Religious Education / aspects of the 'People, questions and faiths' field. KS2 teachers assess within the subject by **appropriately** using the 'Incerts' Progress Tracker tool.

##### 3.2 Breadth, balance and appropriateness of the curriculum

Religious Education is introduced in accordance to the Agreed Syllabi requirements, and our activities are **thoroughly** organized through a **good** range of different experiences. Religious Education is an area of the Curriculum which is taught across the curriculum and specifically deals with personal and moral values and a meaningful and appropriate lifestyle. It is introduced through the medium of stories or a range of cross-curricular activities in the classroom. Our curriculum is based on the Christian tradition, but the children are also **successfully** educated on other religions and beliefs, which **effectively** reflects the cultural, linguistic and ethnic diversity of Wales and the surrounding area. The class' work and activities are reinforced and enriched by educational visits such as visiting local places of worship at least once in each Key Stage.

##### 3.3 Provision for skills

With **thorough** planning, **valuable** opportunities are ensured for learners to develop their skills across the curriculum; including literacy, numeracy, ICT; in teaching Religious Education / aspects of the Foundation Phase's Personal and Social Skills, Well-being and Cultural Diversity learning area e.g. Yr2 learners' extensive writing whilst presenting information on the Navratri festival on 'Google Docs' as part of their studies on India; Nursery and Reception learners using and developing their knowledge of sets of 2/pairs by completing number tasks related to the Story of Noah's Ark; learners at the top of KS2 researching different places of worship and prodigies related to some World religions by using the internet etc.

#### Matters requiring attention

- *KS2 teachers must ensure good consistent opportunities for the pupils to complete tasks and activities that focus on Religious Education whilst adhering to the school plans (not to discard the subject from some themes).*
- *Ensure rich opportunities for learners to reach L5+ by the end of KS2 and to address life's big questions.*

#### Our school's religious education teaching standards are:

Excellent		Good		<input type="checkbox"/>	Adequate		Unsatisfactory	
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<b>Inspection Area 4: Care, support and guidance in Religious Education?</b>							
<ul style="list-style-type: none"> <li>Primary schools should refer to the 'People, Questions and Faiths' provision for Foundation Phase learners as well as Religious Education in KS2.</li> </ul>							
<p><b>4.2 Personal development (including spiritual, moral, social and cultural development)</b></p> <p>Through Religious Education lessons within stimulating themes, the school provides <b>beneficial</b> opportunities for learners to be active citizens by developing their understanding of their culture, place of worship and ethics in the local community and in the wider world. For example, by learning about the work of different charities; such as Christian Aid; the learners understand the importance of helping others and decide to fund raise for specific charities. They have consistent <b>valuable</b> opportunities to conduct services for the public; at the school and in the local chapel and church; and the benefit of such activity is seen on the development of their community involvement. Although thorough work plans are implemented, learners are also given a <b>valuable</b> opportunity to discuss what they would like to study within a theme at the start of the work, including aspects of Religious Education e.g. when discussing the theme/topic title at the start of the term. Through the medium of different themes across the school such as 'Happiness', 'Carnival', 'Champions', 'Heroes and Villains' and 'The Blitz' etc., learners are given an <b>excellent</b> opportunity to understand matters involving equality and diversity, stereotypes, religious extremism and human rights. For example, by studying the famous speech of Martin Luther King and writing their own contemporary 'I Have a Dream' speech which is relevant to today, learning about the extremism of Hitler and the compassion of Oscar Schindler during the Holocaust, the influence of Rosa Parks and Nelson Mandela's actions, equality within sports and the Olympic Games, and the diversity of cultures and religions etc.</p> <p><i>The school <b>effectively</b> satisfies the statutory requirements of Collective Worship by worshiping daily – either as a whole school service, as a class service or as a period of prayer. We take pride in that the period of co-worship is a notably inspiring period. The Collective Worship scheme gives learners <b>exceptionally good</b> opportunities to reflect on; and to explore; religious, moral and spiritual matters in addition to attitudes of PSHE, Worldwide Citizenship and the Curriculum Cymreig. The document is active, and the presentations and literature are adapted within the services to ensure current and effective stimulation such as video clips, music and new stories, which sparks the interest and contribution of learners <b>well</b>.</i></p> <p>Through all, the school provides <b>good</b> opportunities to help learners to develop certain values, to establish their spiritual and moral beliefs and to reflect on their own beliefs and values.</p>							
<p><b>4.3 Safeguarding</b></p> <p><b>Each</b> member of staff has received the relevant training to keep pupils safe from radicalisation dangers, ensuring that they're cautious and alert to extreme and inappropriate comments during each lesson, including in Religious Education.</p>							
<p><b>Matters requiring attention</b></p> <ul style="list-style-type: none"> <li>Continue to adapt the contents of the Service / Collective Worship Plan by including contemporary literature, video clips, presentations etc.</li> </ul>							
<b>Does the school satisfy the statutory requirements for collective worship?</b>			<table border="1"> <tr> <td>Yes</td> <td><input type="checkbox"/></td> <td>No</td> </tr> </table>	Yes	<input type="checkbox"/>	No	
Yes	<input type="checkbox"/>	No					
<b>The contribution of religious education towards the pupils' personal development and towards community coherence is:</b>							
<b>Excellent</b>	<input type="checkbox"/>	<b>Good</b>	<table border="1"> <tr> <td><input type="checkbox"/></td> <td><b>Adequate</b></td> <td><input type="checkbox"/></td> <td><b>Unsatisfactory</b></td> </tr> </table>	<input type="checkbox"/>	<b>Adequate</b>	<input type="checkbox"/>	<b>Unsatisfactory</b>
<input type="checkbox"/>	<b>Adequate</b>	<input type="checkbox"/>	<b>Unsatisfactory</b>				

<b>Inspection area 5: Leadership and management in Religious Education?</b>			
<p><b>5.1 Quality and effectiveness of leaders and managers</b></p> <p>The Headteacher/Religious Education Coordinator has the required <b>good</b> skills and understanding of the field in order to effectively lead the subject. The designated governors <b>regularly</b> visit the school and conduct whole school services. Parents are notified of their right to remove their children from religious education lessons in the school handbook and when their children start school for the first time. There is no recent case of learners being removed from Religious Education lessons nor from Collective Worship periods.</p>			
<p><b>5.2 Self-evaluation processes and improvement planning</b></p> <p>Curricular provision and the balance of provision is evaluated yearly by scrutiny processes on the work of learners, lesson observations and learning trips with the Governors. Collective Worship provision and standards are <b>thoroughly</b> evaluated once every three years with the scrutiny of the Service / Collective Worship Plan, learner questionnaires, in addition to the Headteacher and Designated Governor observing Collective Worship sessions. A lack of provision was seen for Religious Education in KS2 when scrutinizing the work of learners in 2016/2017, and</p>			

worthy, balanced attention to the subject has been prioritised in the School Improvement Plan (2017-2018) with **thorough** and **clear** action steps in order to ensure strong improvement in the provision in accordance with the school's trend over time.

**5.3 Professional learning**

One of the school's teachers is a catchment area 'Curriculum for Wales Leader', who leads collaboration between teachers in the catchment area on planning a new Primary-Secondary transfer project based on the principles of 'Curriculum for Wales' which will focus on humanities, including Religious Education. Over the next years, they will collaborate with the Headteacher and the teaching team to address the Curriculum's 'four purposes' by starting to plan rich opportunities to ensure that pupils are principled, knowledgeable citizens which are ready to be citizens for Wales and the world.

**5.4 Use of resources**

The school has **beneficial** resources to help the teaching of Religious Education, and makes **effective** use of digital resources to enrich the teaching and learning.

**Matters requiring attention**

- *Invite SACRE to the school to get their opinion on the Religious Education / Collective Worship provision.*
- *Ensure that the priority of ensuring that balanced attention is given to the Non-core Subjects and to Religious Education in KS2 (within the School Improvement Plan) makes strong or improved progress during the 2017/18 academic year.*
- *Start to prepare for the reformed Curriculum by continuing to plan and provide rich opportunities to ensure that pupils are "principled, knowledgeable citizens which are ready to be citizens for Wales and the world", whilst taking advantage of any training that is offered on the field in the meantime.*

**Pupils' attitudes towards religious education at our school are:**

<b>Excellent</b>		<b>Good</b>	□	<b>Adequate</b>		<b>Unsatisfactory</b>	
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Signature: *Iwan W Taylor* (Headteacher)

Date: 17.11.17

Religious Education

**Inspection Area 1: Religious Education Standards**

*How well do pupils approach the basic questions, explore beliefs, teachings and religious practice(s) and express personal responses to beliefs, teachings, practices and basic questions? What do you see in their work that shows progress over time?*

- Use: pupils' work, teacher assessments, learning trips, lesson observations to construct an opinion.
- To help you: Local Agreed Syllabi (National Exemplar Framework); Guidance from Welsh Government; People, Questions and Faiths (2013), Model Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009), SACRE Guidelines, WJEC examiners' reports.

**FOUNDATION PHASE**

Most children start to become confident in discussing various matters at the start of the Foundation Phase and begin to recall stories and facts. By the end of Foundation Phase, many of them can take part in pair, small group and whole class discussions and ask sensible questions.

Most can talk about their feelings, actions and opinions by the end of Foundation Phase and around half can describe and propose simple remarks on other people's viewpoints.

Most of the children begin to use simple religious vocabulary with increasing confidence.

**KEY STAGE 2**

Most 3 / 4 children can simply recall, respond and communicate some of the researched religious beliefs, teachings and practices. Very few start to note what is similar and what is different in religions.

By Year 5 / 6, around half of the pupils can describe some religious practices and beliefs. They begin to realize that religion and beliefs affect the lives of believers.

Most Year 3 / 4 pupils can describe and discuss their feelings. They begin to take responsibility for their actions. Most of them respect other people's viewpoints. Most of them begin to acknowledge that there is meaning to religious symbols and appropriately use simple religious vocabulary.

By Year 5 and 6, many pupils can explain how their own feelings, actions and opinions affect their lives. Many of them can discuss how their decisions impact their own lives and others' lives. Many of them use appropriate vocabulary.

Through cross-curricular teaching, pupils receive opportunities to use their speaking and listening, reading and writing, numeracy and ICT skills respectively in religious education, e.g. designing an advert for a new vicar job, writing poetry and designing cards for the Eid celebration.

In Key Stage 2, Big Questions in Religious Education plans and resources are now partly used between the classes.

**Notes:**

**FOUNDATION PHASE:** More opportunity for discussions. Further develop questioning.

**KEY STAGE 2:** Extend pupils' knowledge of religious practices and beliefs. Provide more opportunities to discuss similarity and differentiating in religions.

**Our pupils' religious education standards are: GOOD**

**Inspection Area 2: Wellbeing and attitudes towards learning about Religious Education?**

*What do you feel that pupils gain from religious education lessons?*

- Use: pupils' work, religious education questionnaire analysis, focus group/School Council minutes
- To help you: Supplementary guidance: listening to learners (ESTYN, September 2017),

Most learners in both key stages show good awareness of Christian values and beliefs, such as sharing with others and caring for them. Through our efforts to fund raise for charities such as Children in Need and the local charity Lighthouse, all learners develop good awareness of being part of a worldwide community and that they have a responsibility towards their fellow man. An opportunity is given to develop the 'Pupil Voice' by giving the responsibilities of fund raising and of what charities to support to the School Council.

By visiting places of worship in the area, all learners develop a good understanding of the significance of religious buildings' main characteristics. They show good awareness of some special ceremonies held in such places, such as baptism. They have good knowledge of some of the Bible's main stories.

All pupils know of, and celebrate the events of the Christian calendar, and take part in the Harvest, Christmas and Easter holidays.

Pupils in both key stages can describe features of renowned lives, e.g. Mari Jones, Florence Nightingale and Saint David, which have been important leaders or have caused change in the world.  
 By the end of KS2, pupils have good understanding of reasons for pilgrimages taken by Christians, Jews and Muslims, and of the methods of conducting them.  
 Pupils develop good PSHE skills as a result to the wide range of subjects dealt with in their religious education studies.

**Notes:**

Improving the provision for supporting the pupil's voice by presenting more opportunities to express views and to discuss religious developments, concepts and attitudes

**Pupils' attitudes towards religious education at our school are: GOOD**

**Inspection Area 3: Teaching and learning experiences in Religious Education?**

*What is the quality of the planning and teaching in religious education? Give examples of rich religious education experiences*

- Use: learning trips, lesson observations, pupils' work, quizzing pupils
- To help you: Local Agreed Syllabi (National Exemplar Framework); Guidance from Welsh Government; People, Questions and Faiths (2013), Model Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009), SACRE Guidelines, Religious education in secondary schools (ESTYN, Summer 2013), Religious education at KS2 and KS3 (ESTYN, Summer 2018)

**FOUNDATION PHASE**

- Foundation Phase teachers are familiar with the framework for introducing Religious Education.
- Plans in the Foundation Phase ensure that the framework's requirements are satisfied.
- Activities are planned across the Foundation Phase and show sequence from one class to another as a result of co-planning and co-discussion.
- Narrative resources, information books, large books, artefacts, ICT resources, whole school visits/visitors create interest and enrich provision of the field.
- The local vicar comes to work with the children once a month.

**KEY STAGE 2**

- During Religious Education periods, the big questions are emphasised. The children's skills of discussing and questioning are developing well.
- The children get to listen to stories and discuss aspects of them.
- Information Technology is used to introduce areas of the syllabus and this accelerates discussion work.
- Appropriate resources and books are available at the school which are up-to-date and of high standard. Video clips or local cases are used to introduce areas of the work.
- Plans are available at the school but these must be re-observed as a result of re-arranging the school's classes.

**Notes:**

**FOUNDATION PHASE** Re-observe plans

**KEY STAGE 2** Re-observe the plans as a result of re-arranging classes and personnel.

**Religious education teaching standards at our school are: GOOD**

**Inspection area 4: Care, support and guidance in Religious Education?**

*To what extent do religious education lessons/activities help pupils contemplate on religious and non-religious responses to basic questions and to contemplate their own beliefs or values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop certain values and to establish their spiritual and moral beliefs?*

- Use: learning trips, interviews with pupils, the school's collective worship programme, school circular letter, school's reports of any hatred/bullying offences.
- To help: SACRE Guidelines, Collective Worship Guidelines (Wales Association of SACREs), Supplementary guidance: collective worship in non-denominational schools (ESTYN, Autumn 2017), Supplementary guidance: listening to learners (ESTYN, September 2017).

A period of collective worship is held daily, either as a whole school, in Key Stages or in individual classes.

The services are based on Christianity. Parents have the right to seclude their children from the Worship periods, but nobody chooses to do so at this time.

During the worship period, children have the opportunity to pray, sing, reflect, discuss, listen to stories, act, read, etc. The local vicar conducts a service each month.

These periods are used to discuss big questions and to present the classwork to the rest of the school. They are normally used as a tool to develop moral questions, aspects of worldwide citizenship and personal and social development. We emphasise the need to celebrate similarity and differences.

The school takes part in the village church services, e.g. Christingle, visiting the local old people's home and taking part in the Urdd's carol services.

The headteacher carries out 'discussion time' with YR 5&6 children for them to share or discuss any concerns that they have or even to say if something has made them happy. This makes children feel comfortable and safe at school. PSHE matters are introduced across the curriculum. The circle time sessions allow good opportunities for pupils to express their views and to share and discuss feelings and matters that are important to them. There is a process of discussing homework when it hasn't been understood by a pupil and an opportunity during class time to go over it and to give pupils the confidence to share any difficulties.

The school has effective, active contact with expert agencies, including the education welfare service, medical services, education psychologists, the police, the school nurse and social services.

Misbehaviour is a rarity at the school and there are effective arrangements in place to deal with any incidents. The school's principles are very clear and effective to all and they help pupils to differentiate between what's right and what's wrong, as well as helping them to develop self-respect. A reminder of this is given in morning services. The school carries out the 'Stars of the Week' award which encourages and celebrates exceptional behaviour and efforts. Reports of 'true' bullying are very rare. The school adopts very strict views on bullying.

Respecting multi-culturalism, promoting aspects of diversity, anti-racism and developing fairness and equal opportunity is a natural part of the school's work. There's clear emphasis on promoting agreed school values, and this has a positive effect on pupils' behaviour.

The school provides collective worship and services which play an important part in the spiritual, moral, social and cultural development of pupils. On the first Wednesday of each month, Cannon Philip Barratt conducts a whole-school service. This strengthens the communal link and also gives further opportunities to co-worship. The school's collective worship actions satisfy statutory requirements.

The school nurtures values such as honesty, fairness, justice and sustainability which are shared in the morning service as well as in the classwork. The school's family ethos is a positive feature and the school takes pride in all of its pupils.

**Notes:**

Discuss the collective worship sessions with all staff and arrange periods to create plans for these sessions. Set themes for the periods to ensure that the plans simulate the classes' work / themes.

<b>Does the school satisfy the statutory requirements for collective worship?</b>	<b>Yes</b>		<b>No</b>	
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**The contribution of religious education towards the pupils' personal development and towards community coherence is: GOOD**

**Inspection area 5: Leadership and management in Religious Education?**

*Does the religious education subject leader have the necessary skills and understanding to effectively lead the subject? How do you know?*

- Use: work plans, monitoring and self-evaluation reports, data evaluation, interviews with the coordinator and the designated governors/SACRE visitor, staff meeting minutes, improvement plan, progress evaluation, case study following school to school collaboration.
- To help: SACRE Guidelines

**Notes:**

**Leadership and management in religious education is: OPINION**

These details don't have to be shared with SACRE but the school's records must ensure that accountability is clear to staff and governors

Areas requiring attention	Action steps	Who?	By?
<b>FOUNDATION PHASE:</b> More opportunity for discussions. Further developing questioning.	School service 3 times a week with religious aspects.	<b>Teachers</b>	Beginning of January 2019

	Appropriate Religious Education lessons which give children the opportunity to discuss a big, open question.		
<b>KEY STAGE 2:</b> Extending pupils' knowledge of religious practices and beliefs. Providing more opportunities to discuss similarities and differences in religions.	School service 3 times a week with religious aspects.  Appropriate Religious Education lessons which give children the opportunity to discuss a big, open question.	Teachers	Beginning of January 2019
Re-observing the plans as a result of re-arranging classes and personnel.	Re-observe plans and ensure that they meet the new Curriculum for Wales requirements.	Coordinator	January 2020
Discussing the collective worship sessions with all staff and arranging periods to create plans for these sessions. Setting themes for the periods to ensure that the plans simulate the classes' work / themes.	Consider the New Curriculum for Wales requirements and plan collective worship sessions to match these requirements.	Headteacher	January 2020
Improving the provision for support of the pupil's voice and introducing more opportunities to express views and to discuss developments, concepts and religious aspects.	Religious Education lessons give opportunities for pupils to discuss and to investigate big questions and give opportunities to express views.	Teachers	September 2018

### Summative evaluation which will contribute towards the school's evaluation of 'Personal Development (4.2)'

The school provides collective worship and services which play an important part in the spiritual, moral, social and cultural development of pupils. On the first Wednesday of each month, Cannon Philip Barratt conducts a whole-school service. This strengthens the communal link and also gives further opportunities to co-worship. The school's co-worship actions satisfy statutory requirements.

**Name of Headteacher**  
**Headteacher's Signature**  
**Date:**

**Iolo Evans**  
Iolo Evans  
24-01-19





**Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol (CYSAG)  
Standing Advisory Council on Religious Education (SACRE)**

**Cyfansoddiad Ynys Môn Constitution  
2019/20**

**1. AELODAU CYNRYCHIOLIADOL / REPRESENTATIVE MEMBERS**

**(a) Y cyfryw enwadau Cristnogol a chrefyddau eraill ac enwadau crefyddau eraill ag a fydd, ym marn yr awdurdod, yn adlewyrchu'n briodol brif draddodiadau crefyddol yr ardal;**

**Such Christian denominations and other religions and denominations of such religions as, in the opinion of the authority, will appropriately reflect the principal religious traditions in the area.**

Undeb Bedyddwyr Cymru / The Baptist Union of Wales – Mrs Catherine Jones  
Undeb yr Annibynwyr Cymraeg / Union of Welsh Independents – Sedd Wag/Vacant Seat  
Yr Eglwys Gatholig Rufeinig / The Roman Catholic Church – Christopher Thomas  
Eglwys Bresbyteriaidd Cymru / Presbyterian Church of Wales – Sedd Wag/Vacant Seat  
Yr Eglwys yng Nghymru / The Church in Wales – Anest Gray Frazer  
Yr Eglwys Fethodistaidd / The Methodist Church – Parch Kate McClelland

**Aelod Cyfetholedig / Co-opted Member**

Cyngor Ysgolion Sul ac Addysg Gristnogol Cymru – Rheinallt Thomas

**(b) Y cyfryw gymdeithasau sy'n cynrychioli athrawon ag a ddylai, ym marn yr awdurdod ac o gofio amgylchiadau'r ardal, gael eu cynrychioli:-**

**Such associations representing teachers, as in the opinion of the authority, ought, having regard to the circumstances of the area, to be represented:-**

**2 aelod o staff ysgolion uwchradd / 2 members of staff from secondary schools**  
Heledd Hearn, Ysgol Uwchradd Bodedern; Mefys Edwards, Ysgol Syr Thomas Jones

**2 aelod o staff ysgolion cynradd / 2 members of staff from primary schools**  
Manon Morris Williams, Ysgol Llangaffo; Sedd Wag/Vacant Seat

**(c) Yr Awdurdod / the Authority:-**

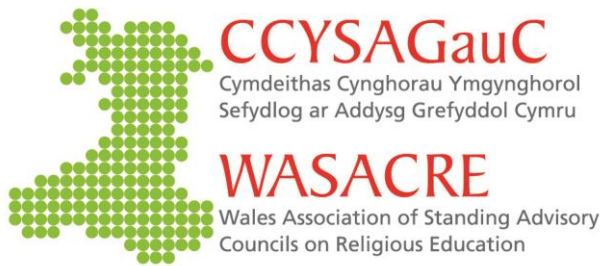
**6 Aelod Etholedig / 6 Elected Members -**

Glyn Haynes, Aled Morris Jones, Gwilym O Jones, Alun Mummery (Is-gadeirydd /Vice Chair), Dylan Rees (Cadeirydd /Chair), Alun Roberts.

**2. AELODAU ERAILL / OTHER MEMBERS**

Ymgynghorydd Her / Challenge Adviser – Helen Bebb

Clerc CYSAG Clerk – Gwyneth M Hughes  
Swyddog Pwyllgor / Committee Officer – Shirley Cooke



Cyfarfod Cymdeithas CYSAG au Cymru,  
 yn Ysgol Llanilltud Fawr, Llanilltud Fawr CF61 1TQ  
 Dydd Mawrth, 20 Tachwedd 2018  
 10.30a.m. – 2.45p.m.

## Yn bresennol

<p><b>Ynys Môn / Anglesey</b> Rheinallt Thomas (RT)</p> <p><b>Blaenau Gwent</b> Paula Webber (PW) Kathy Riddick (KD)</p> <p><b>Pen-y-bont ar Ogwr / Bridgend</b> Edward J. Evans (EE) Maggie Turford (MT)</p> <p><b>Caerffili/ Caerphilly</b> John Taylor (JT) Enfys Hawthorn (EH) Paula Webber (PW)</p> <p><b>Caerdydd / Cardiff</b> Maggie Turford (MT)</p> <p><b>Sir Gaerfyrddin / Carmarthenshire</b> Helen Gibbon (HG)</p> <p><b>Ceredigion</b></p> <p><b>Conwy</b></p> <p><b>Sir Ddinbych / Denbighshire</b></p>	<p><b>Sir y Fflint / Flintshire</b></p> <p><b>Gwynedd</b></p> <p><b>Merthyr Tudful / Merthyr Tydfil</b> Maggie Turford (MT) Ernie Goldsworthy (EG) Mark Prevett (MkP)</p> <p><b>Sir Fynwy / Monmouthshire</b> <b>Sir</b> Tudor Thomas (TT) Paula Webber (PW)</p> <p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b> Hugh James (HJ)</p> <p><b>Casnewydd / Newport</b> Ilona Dziedzic (ID) Paula Webber (PW)</p> <p><b>Sir Benfro / Pembrokeshire</b> Amanda Lawrence (AL)</p> <p><b>Powys</b> John Mitson (JM)</p> <p><b>Rhondda Cynon Taf</b> Maggie Turford (MT) Mathew Maidment (MM)</p>	<p><b>Abertawe / Swansea</b> Jennifer Harding -Richard (JHT) Alison Lewis (AL)</p> <p><b>Torfaen</b> Paula Webber (PW)</p> <p><b>Bro Morgannwg / Vale of Glamorgan</b> Dafydd Trehearn (DT) Eddie Williams (EW) Rob Crowley (RC) Maggie Turford (MT)</p> <p><b>Wrecsam / Wrexham</b> Libby Jones (LJ)</p> <p><b>Sylwedyddion / Observers</b> Rudolf Elliot Lockhart, REC Tudor Thomas, MAGC Marged Williams, Ysgol Llanilltud Fawr</p> <p><b>Cyflwynwyr/Presenters</b> Kevin Plamer, LIC Andrew Pearce, CBAC</p> <p><b>Cofnodion / Minutes</b> Gill Vaisey (GV)</p>
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## **Cofnodion y cyfarfod**

### **1. Cyflwyniad a chroeso**

Cyn y cyfarfod mwynhaodd yr aelodau eitemau cerddorol gan ddisgyblion yr ysgol.

Estynnwyd croeso gan y Cynghorydd Bob Penrose, Aelod Cabinet Dysgu a Diwylliant Bro Morgannwg i'r Awdurdod Lleol ac yn arbennig i Ysgol Llanilltud Fawr. Diolchodd i'r Pennaeth, Fiona Gravell am letya cyfarfod PYCAG y diwrnod cynt a chyfarfodydd CCYSAGauC yn yr ysgol hon a ail-fodelwyd.

Diolchwyd hefyd i Marged Williams, Pennaeth AG yn yr ysgol am helpu i drefnu'r diwrnod.

Siaradodd y Cyng Penrose am yr her a gyflwynir gan y cwricwlwm newydd. Dywedodd fod angen i AG gael lle amlwg gan fod Addysg Grefyddol yn rhan sylfaenol o'r cwricwlwm, ac mae iddi werth enfawr. Cyfeiriodd at yr angen i GYSAGau elwa ar ymrwymiad, brwdfrydedd a sgiliau a gwybodaeth pob un o'r grwpiau ar y pwyllgor.

Diolchodd EE i'r Cyng Penrose am ei groeso cynnes a'i sylwadau.

### **2. Adfyfrio tawel**

Adroddodd EE un o hanesion pobl Cariboo sy'n ategu'r angen am heddwch ar draws y byd. Gall unigolion gael grym torfol os ydynt yn gweithio gyda'i gilydd.

### **3. Ymddiheuriadau**

Derbyniwyd ymddiheuriadau gan Rachel Samuel, Cyng Lyndon Lloyd, Janet Jones, Tania ap Sion, Dylan Rhys, Manon Jones.

## **4. Cofnodion y cyfarfod a gynhaliwyd yn Llangefni, 6 Gorffennaf, 2018**

Derbyniwyd y cofnodion fel cofnod cywir o'r cyfarfod.

### **5. Materion yn codi**

Eitem 5. Ers i GYSAG Sir Gaerfyrddin godi'r mater fod angen i bob gohebiaeth fod yn ddwyieithog, cadarnhawyd fod popeth a anfonwyd ers y cyfarfod diwethaf wedi bod yn y ddwy iaith.

LJ i holi Lynda Maddock ynghylch cynrychiolydd o CBAC. Mae LJ wedi siarad â Lynda Maddock ac Andrew Pearce a ddywedodd y byddant yn gwneud eu gorau i fynychu cyfarfodydd PYCAG a CCYSAGauC. Pwysleisiwyd pwysigrwydd yr angen i gynrychiolwyr CBAC fynychu PYCAG a CCYSAGauC i helpu yn y broses gyfathrebu bwysig iawn ac er mwyn iddynt fod yn gwbl ymwybodol o'r datblygiadau yn y cwricwlwm newydd.

Eitem 6. Linda Rudge a Marc Ansawdd Addysg Grefyddol (REQM). Adroddodd PW ei bod hi wedi mynd ar ôl hwn. Mae cyllid LTLRE wedi cael ei dynnu'n ôl a'i ail-ddyrannu i brosiect newydd sy'n cael ei wneud gan *RE Today Services* ar ran Culham St Gabriels.

Mae pedwar allan o'r pum CYSAG y mae PW yn gweithio gyda nhw yn awyddus i hyrwyddo'r Marc Ansawdd yn eu hawdurdodau. Adroddodd LJ y gallai tair ysgol ym mhob cylch gael eu hariannu i wneud cais am y dyfarniad Marc Ansawdd.

Eitem 7. Adolygiad Thematig Estyn. Adroddwyd y bydd PYCAG yn ymateb i'r adroddiad hwn. Gofynnodd LJ a fydd CCYSAGauC yn gwneud yr un fath.

Awgrymodd RT y dylai CCYSAGauC ateb ond gan ein bod yn dibynnu ar aelodau PYCAG am gymorth proffesiynol yn y meysydd hyn, gallai CCYSAGauC ystyried eu hadroddiad a'i addasu i ffurfio ymateb gan CCYSAGauC.

**Gweithredu:** Cytunwyd y byddai CCYSAGauC yn edrych ar ymateb PYCAG i Estyn ac yn creu eu hymateb eu hunain.

Eitem 9. Mae Rôl yr Ysgrifenyddiaeth wedi'i rhannu erbyn hyn fel y gobeithid, ac mae'r swyddogaethau unigol i gyd wedi cael eu rhannu ymhlith y Pwyllgor Gwaith.

Eitem 10. Mae'r gynhadledd a gynigiwyd ar gyfer 2019 yn mynd i gael ei gohirio am nifer o resymau tan Hydref 2019. Bydd gan y Gwasanaeth Addysg Gatholig a'r Eglwys yng Nghymru Fframwaith Cefnogol i'w hysgolion, felly bydd tri Fframwaith Cefnogol ar waith yng Nghymru. Bydd angen dwy sesiwn hyfforddi arnom - y naill yn Hydref 2019 ac yna lansio'r Fframwaith Cefnogol pan fydd ar gael. Mae angen i ni ystyried pwy fyddai'n talu am y cynadleddau - yr un gyntaf i'w hariannu gan CCYSAGauC ond byddai'n ymddangos yn addas fod y lansio yn cael ei ariannu gan Lywodraeth Cymru.

Eitem 13. Mae cyfeiriad e-bost i CCYSAGauC wrthi'n cael ei sefydlu.

Cafwyd gwahoddiad gan David Hampshire i gyfarfodydd y Rhwydwaith Rhyng-ffydd. Diweddarwyd logo CCYSAGauC ar wefan y Rhwydwaith Rhyng-ffydd. Awgrymodd RT y gallai CCYSAGauC holi a allai CCYSAGauC gael lle ar y Rhwydwaith.

## **6. Cyflwyniad PYCAG:**

**Kevin Palmer, Llywodraeth Cymru.**

### **Dysgu Proffesiynol Penodol Maes Dysgu a Phrofiad yn y Cwricwlwm Newydd**

Eglurodd Kevin y byddai ei gyflwyniad yn ymdrin â dysgu proffesiynol ac nid y cwricwlwm ar hyn o bryd. Hoffai gael cyfle arall i ddod yn ôl at CCYSAGauC i roi cyflwyniad yn fwy penodol ar AG yn y cwricwlwm newydd.

Rhoddodd KP ddiffiniad o 'ddysgu proffesiynol'.

Amlinellodd yr angen am 'hawl' i ddysgu proffesiynol. Gyda phwyslais ar lythrennedd a rhifedd a chymhwysedd digidol, mae angen mynd i'r afael â hyn er mwyn rhoi lle i bynciau eraill yn cynnwys AG.

Mae ar y darparwyr angen meini prawf cynllunio clir er mwyn sicrhau cysondeb.

Mae angen i LIC fod yn atebol a thryloyw ynglŷn â sut mae'r cyllid a ddyrennir yn cael ei wario. Mae LIC wedi ymrwymo buddsoddiad o £24 miliwn i ysgolion ar gyfer dysgu proffesiynol.

Bydd dull gweithredu cenedlaethol o ddysgu proffesiynol gyda'r disgybl wrth galon y model. Mae'n rhaid iddo gael effaith ar ddysgu'r disgyblion neu nid yw'n addas fel arall. Mae angen iddo gysylltu â Phedwar Diben y cwricwlwm newydd.

Tynnodd KP sylw at bwyntiau allweddol o'i gyflwyniad a fydd yn cael eu rhoi ar gael i CCYSAGauC:

Mae pob dysgwr proffesiynol yn wahanol ac mae ganddynt anghenion gwahanol. Felly, mae angen i'r dysgu proffesiynol fod yn unigoleidig. Mae angen cydnabod ardaloedd gwahanol, ysgolion lleol, cyd-destunau cenedlaethol.

Mae angen i ni sylweddoli sut mae addysgeg dda yn edrych i'r model dysgu proffesiynol.

Mae achredu a chydabod dysgu proffesiynol yn cael ei ddatblygu.

Diweddarwyd Safonau Athro ac Arweinyddiaeth proffesiynol.

Rhwydweithiau – dull seiliedig ar ymchwil – yn dangos fod ymarferwyr yn gweithio orau pan maen nhw'n gweithio ar draws ysgolion i gefnogi dysgu proffesiynol ei gilydd.

Taith ddysgu broffesiynol yr unigolyn - mae angen i athrawon feddwl ymlaen am sut bydd eu pwnc yn datblygu yn y dyfodol.

Mae Ysgolion Arloesi Dysgu Proffesiynol (bron i 100) yn gwerthuso goblygiadau datblygiadau yn y cwricwlwm newydd ar ddysgu proffesiynol.

Holodd PW sut bydd hyn yn cael ei sicrhau o ran ansawdd. Dywedodd KP mai rôl Estyn yw hyn. Bydd y consortia yn sicrhau ansawdd gwaith ei gilydd hefyd.

Mynegwyd pryder am gyrff masnachol yn 'disgwyl eu tro' i ddatblygu deunyddiau i gefnogi'r cwricwlwm newydd. Y neges gan Lywodraeth Cymru fydd bod prynu cynllun gwaith neu gwricwlwm parod yn cael ei ystyried yn arfer gwael ac yn annerbyniol.

Holodd EW am gapasiti'r staff addysgu a'r adnoddau sydd ar gael i gefnogi'r meddylfryd hwn.

Dywedodd KP fod £24 miliwn yn mynd i ysgolion dros y 18 mis nesaf = £800 yr athro - os defnyddir yr arian hwn yn gydweithredol, h.y. ei grynhoi er mwyn cael y budd mwyaf ohono i gynhyrchu deunyddiau newydd a manteisio ar gyfleoedd HMS - yna bydd yn effeithiol.

Awgrymodd BP fod cyllid yn cael ei gymryd o un maes i gefnogi maes arall.

Holodd PW sut mae LIC yn bwriadu darparu hyfforddiant pan mae arbenigedd arbenigwyr AG wedi ei leihau yn ddiweddar. Cynigiodd KP drafod y pryder hwn ymhellach gyda CCYSAGauC a'r angen i fynd i'r afael ag ef a rhoi cefnogaeth ariannol.

**Gweithredu:** PW i drafod ymhellach gyda KP y broblem fod arbenigedd AG yn crebachu.

## **Manon Jones – Ymgysylltu â ChYSAGau**

Bu'n rhaid i Manon ymddiheuro oherwydd salwch.

Rhoddodd PW ddiweddariad yn ei lle. Adroddodd PW fod yr ymatebion gan GYSAGau wedi dangos cefnogaeth i'r syniad am 'Fframwaith Cefnogol i AG' a fydd yn cael ei ariannu gan Lywodraeth Cymru. Gallai'r Fframwaith Cefnogol hwn gael ei addasu neu ei fabwysiadu gan GYSAGau i fod yn Faes Llafur Cytûn i AG.

Edrychodd yr aelodau ar gyflwyniad gan yr Athro Donaldson y gellir ei wyllo yma:

<https://www.youtube.com/watch?v=oQ-rX4besgw&feature=youtu.be>

Yn dilyn cyfres o gyfarfodydd rhwng LIC a ChYSAGau ym mhob Consortiwm, dywedodd PW y dylai CYSAGau ymateb fel pwyllgor yn hytrach nag fel aelodau unigol.

Ym mis Ionawr 2020 bydd y ddogfen ymgynghori derfynol yn cael ei chyhoeddi cyn i'r ymgynghoriad ddod i ben ym Mehefin/Gorffennaf 2020.

Mynegwyd pryder am lwyth gwaith athrawon a sut bydd ganddynt amser nid yn unig i barhau i ddysgu ond hefyd i ymgysylltu â'r cwricwlwm newydd ynghyd â rhoi eu meddwl ar sut bydd pynciau yn newid a datblygu yn y dyfodol.

Nododd MM ein bod newydd gael newid anferth gyda'r TGAU ac mae disgwyl i athrawon ysgwyddo mwy o newidiadau sylweddol yn her enfawr.

Ategodd TT y galwadau afrealistig sydd ar athrawon a dywedodd na fydd yr £800 i bob athro y soniodd KP amdano ynghynt yn mynd yn bell o ran cefnogaeth broffesiynol. Pwysleisiodd un Pennaeth yr angen i ystyried lles athrawon a dywedodd fod hyn yn hollbwysig ac na ddylid ei anwybyddu. Dywedodd na fu amser gwaeth o ran diffyg cyllid i ysgolion.

## **7. Cefnogaeth AG Broffesiynol i GYSAGau / Awdurdodau Lleol**

Adroddodd EE fod CCYSAGauC wedi ysgrifennu at bob ALI yng Nghymru yn gofyn am fanylion pa lefel o gefnogaeth a roddir i'r CYSAG o ran cymorth AG proffesiynol, gweinyddiaeth (clerc) a swyddog addysg. Nodwyd fod pymtheg ALI wedi ymateb gyda manylion. Fodd bynnag, ers yr adroddiad hwn mae'r sefyllfa wedi newid mewn sawl awdurdod.

Mae Mary Parry wedi ymddeol felly nid yw mwyach yn dal y swydd yn Sir Gaerfyrddin nac yn cefnogi CYSAG Sir Benfro chwaith. Nid oes gan Gonsortiw Canolbarth y De gefnogaeth AG arbenigol bellach i helpu'r pum CYSAG, ond mae ganddynt Maggie Turford, sydd yn addysgwraig brofiadol.

Adroddodd LJ fod PYCAG hefyd wedi mynd i weld y Cyfarwyddwr Addysg hynny nad oes ganddynt gynghorydd proffesiynol penodol i CYSAG i gadarnhau pwy sy'n rhoi'r gefnogaeth honno.

Mae'r sefyllfa bresennol o ran cefnogaeth broffesiynol i GYSAGau fel a ganlyn:

Ynys Môn - Helen Bev, Pennaeth AG yn Ysgol David Hughes. Nodwyd ei bod yn faich mawr ar athrawon llawn amser i gefnogi CYSAG oni eu bod yn cael amser digonol i gael eu rhyddhau o'u dyletswyddau ysgol i ymgymryd â gwaith CYSAG.

Sir Gaerfyrddin – Mae Marian Morgan yn llanw er nad hi sydd wedi dod yn lle Mary Parry  
Ceredigion - Alwyn Roberts

Conwy – dim ymateb

Gwynedd – dim ymateb

Sir y Fflint – dim ymateb

Sir Ddinbych – ymateb dros dro

Sir Benfro – Amanda Lawrence Pennaeth Ysgol Gynradd

Powys – Sian Fielding, Cynghorydd Herio

Castell Nedd Port Talbot – Nid oes gan Rachel Samuel, Pennaeth AG, unrhyw amser penodedig heblaw ar gyfer mynychu cyfarfodydd.

Abertawe - Jennifer Richards – wedi cael 15 diwrnod i gefnogi'r CYSAG.

Bro Morgannwg, Rhondda Cynon Taf, Pen-y-bont ar Ogwr, Caerdydd, Merthyr Tudful  
(Consortiwm Canolbarth y De) – newydd benodi Maggie Turford sydd dim yn arbenigwr ond yn addysgwraig brofiadol.

Torfaen, Casnewydd, Blaenau; Gwent, Caerffili, Sir Fynwy – mae EAS wedi penodi Paula Webber sy'n arbenigwr AG i weithio'n llawn amser.

Wrecsam - Ymgynghorydd AG penodedig (4 diwrnod) yn cael ei ddarparu gan Sefydliad Addysgol Plwyfol Wrecsam.

Nododd RT fod Cadeirydd Ynys Môn wedi ysgrifennu at Brif Weithredwr y Consortia am eu pryder fod yr arbenigwyr AG, Bethan James a Phil Lord, wedi cael eu tynnu o ddarparu cefnogaeth i'r CYSAG gan y consortia ond ni chafwyd ymateb. Adroddodd mai ymateb Kirsty Williams yw bod hwn yn fater i'r ALI ac nid i LIC.

Dywedodd DT, er bod gan Consortiwm Canolbarth y De Arbenigwr AG ar ei staff, nid yw hi wedi cael ei ddefnyddio i gefnogi'r CYSAGau ond yn hytrach mae rhywun nad yw'n arbenigwr wedi cael ei phenodi i wneud y gwaith CYSAG.

Awgrymodd LJ fod CCYSAGauC yn ysgrifennu at y consortia perthnasol i ofyn pam nad ydynt yn darparu cefnogaeth AG arbenigol i GYSAG eu Hawdurdodau Lleol. Gellid ysgrifennu llythyr at y consortia hefyd i ofyn pam nad ydynt yn sicrhau fod ganddynt gefnogaeth arbenigol AG i'r CYSAGau, ond nodwyd ei bod yn bosibl nad yw hyn yn rhan o'r cytundeb rhwng yr ALLau a'r Consortia ac nad yw'r ALLau o bosibl yn talu i'r Consortia wneud hynny.

Ategodd HW eto yr angen am gefnogaeth arbenigol AG a nododd fod CYSAG yn dibynnu ar arbenigedd rhywun ym maes AG i ddelio â materion penodol, nid lleiaf cynghori ar y Maes Llafur Cytûn ac ysgrifennu'r Adroddiad Blynyddol.

### **Gweithredu:**

- a) CCYSAGauC i ysgrifennu at y Gweinidog am y mater hwn.
- b) Mynd â'r pwnc hwn i'w drafod yn y cyfarfod nesaf gyda LIC yn y gwanwyn.
- c) Ysgrifennu at y consortia nad ydynt yn darparu cefnogaeth AG arbenigol i'w ALLau.
- d) Ysgrifennu at yr ALLau nad oes ganddynt gefnogaeth AG arbenigol i'r CYSAGau.



## **8. Aelodaeth Pwyllgor Gwaith CCYSAGauC**

Cyhoeddodd EE fod Mary Parry wedi ymddeol o'i swydd gyda Sir Gaerfyrddin ac felly nad yw hi mwyach yn aelod o Bwyllgor Gwaith CCYSAGauC. Gwahoddir CYSAG Sir Gaerfyrddin i enwebu rhywun yn ei lle tan 2019.

Gan nad yw Gill Vaisey yn gysylltiedig â ChYSAG mwyach, nodwyd nad yw hi'n gymwys i barhau fel Is Gadeirydd ac felly ni all ddod yn Gadeirydd CCYSAGauC yn y Cyfarfod Blynyddol Cyffredinol nesaf. Eglurodd GV fod Consortiwm Canolbarth y De, wedi dod â'i swydd fel ymgynghorydd i GYSAG Caerdydd i ben, a hynny yn sydyn heb unrhyw gyfathrebu nag ymgynghori gyda hi ymlaen llaw.

Er mwyn rheoli'r sefyllfa annisgwyl hon, roedd y Pwyllgor Gwaith wedi awgrymu fod y Cadeirydd parhaol yn parhau am flwyddyn ychwanegol tra bod Is Gadeirydd newydd o haf 2019 yn setlo yn y swydd.

Nodwyd fod LJ wedi cynnig gweithredu fel Is Gadeirydd tan 2019 ond y byddai'n ormod o waith iddi mewn gwirionedd, pe bai gofyn iddi gadeirio cyfarfod CCYSAGauC yn ogystal â chyfarfod PYCAG y diwrnod cynt.

Awgrymodd DT nad yw hi'n deg i un person ysgwyddo mwy o gyfrifoldeb.

Awgrymodd RT fod yr aelodau'n derbyn cynnig y Pwyllgor Gwaith. Pe bai angen byddai ef yn cynnig cadeirio cyfarfod CCYSAGauC pe na fyddai'r Cadeirydd ar gael. Awgrymodd TT fod angen denu mwy o bobl i rannu'r swyddi pwysig yma.

Cynigiodd AL drafod â'r Pwyllgor Gwaith y posibilrwydd ei bod hi'n cymryd swydd yr Is Gadeirydd.

Pwysleisiwyd yr angen i sicrhau fod y Pwyllgor Gwaith yn gyflawn gydag unigolion sy'n gallu bod yn aelodau gweithgar a gwneud gwaith y pwyllgor yn effeithiol.

Cytunwyd y bydd GV yn parhau fel cynrychiolydd yr REC a hefyd fel cynrychiolydd EftRE i CCYSAGauC.

Bydd PW yn dod yn drydydd cynrychiolydd REC ochr yn ochr â Tania ap Sion sydd hefyd yn gynrychiolydd ar hyn o bryd.

## **9. Addoli ar y Cyd**

Nodwyd fod y ddogfen a baratowyd gan EE ar Addoli ar y Cyd wedi cael ei hanfon i GYSAGau. Cytunwyd i argymhell i GYSAGau eu bod yn ystyried y papur hwn yn eu cyfarfod nesaf.

**Gweithredu:** Argymhell i GYSAGau eu bod yn rhoi'r papur ar Addoli ar y Cyd ar eu hagenda gyda golwg ar ei ddsbarthu i bob ysgol yn eu hawdurdod lleol.

## 10. Diweddariadau:

### 1. Andrew Pearce - Adborth CBAC a Lefel A o ganlyniadau 2018.

Rhoddodd AP drosolwg ar sut mae'r TGAU newydd yn datblygu. Amlinellodd y canfyddiadau hyd yma o'r canlyniadau a'r papurau a dderbyniwyd. Ni wnaeth nifer o ysgolion roi cynnig ar y fanyleb TGAU eleni.

Mae'r cyflwyniad *power point* ar gael i ganolfannau ac fe'i rhoddir ar gael i aelodau CCYSAGauC hefyd.

Nodwyd ei bod yn arferol i Ysgolion Catholig neilltuo mwy o amser cwricwlwm i Astudiaethau Crefyddol i ymdrin â manyleb TGAU ac efallai fod hyn yn esbonio'r canlyniadau cadarnhaol amlwg mewn Ysgolion Catholig.

Trafododd AP y canlyniadau Lefel A hefyd gan nodi fod graddau wedi gwella 2% eleni o'i gymharu â'r blynyddoedd blaenorol. Roedd y nifer yn cynnig wedi cynyddu eleni yng Nghymru ond yn Lloegr gwelwyd gostyngiad sylweddol.

Y papur mwyaf poblogaidd yw'r un ar Fwdhaeth. Cafwyd canlyniadau ardderchog yn y papur gorfodol ar Grefydd a Moeseg. Nid yw'n ymddangos fod y diffyg gwerslyfrau wedi amharu ar y canlyniadau. Ond yn y fan yma dywedodd athro fod y diffyg hwn wedi effeithio ar les athrawon gan eu bod wedi gorfod gwneud i fyny am y diffyg llyfrau. Dywedodd AP y bydd llyfrau ar gael yn y dyfodol.

Mae 'Share Space' ar gael fel adnodd i athrawon. Mae gan *RE Online* fideos defnyddiol sy'n dangos gwerth Addysg Grefyddol fel pwnc.

Daeth AP i ben drwy longyfarch yr ysgolion ar eu canlyniadau ardderchog.

Nododd RT fod CYSAG Ynys Môn wedi cwyno fod y papur arholiad AG Cymraeg anghywir wedi'i roi i'r ymgeiswyr. Dywedodd AP fod y sefyllfa wedi cael ei datrys yn effeithiol iawn ac na fu'r disgyblion o dan anfantais ac na chafwyd graddau is o ganlyniad i'r sefyllfa.

Gwahoddodd PW Andrew Pearce i gyfarfodydd yn y dyfodol gan ddweud y byddai hyn yn fanteisiol i CCYSAGauC ac i CBAC fel ei gilydd.

### 2. Rudi Lockhart Y Comisiwn ar AG – cyhoeddwyd y ddogfen derfynol ar 9 Medi 2018

Amlinellodd RL yr adroddiad a'r hyn y mae'r Cyngor Addysg Grefyddol yn ei wneud yn ei sgil.

Tynnodd sylw at dair elfen.

#### 1. Gweledigaeth newydd i'r pwnc

Mae'r adroddiad yn cynnig teitl newydd i'r pwnc - Crefydd a Golwg ar y Byd. Dywedodd nad yw hyn yn golygu ychwanegu 'golwg ar y byd' at y cwricwlwm.

Mae golwg ar y byd yn cyfeirio at natur y pwnc – sef wrth archwilio crefydd, bydd modd trafod sut mae pobl yn gweld y byd. Y bwriad yw cwmpasu popeth sy'n dda mewn addysg grefyddol tra'n cydnabod amrywiaeth a pheidio â bod wedi'ch cyfyngu gan ffiniau.

Mae tudalennau 12 a 13 yn trafod yr hawl cenedlaethol a thudalennau allweddol yr adroddiad ond ceir syniad mwy cyflawn wrth ddarllen y ddogfen i gyd.

## 2. Y Strwythur Cyfreithiol

Mae'r REC am awgrymu enwau pobl a allai ysgrifennu rhaglen astudiaeth genedlaethol anstatudol gyda golwg ar ei gwneud yn statudol yn y dyfodol.

Wedi i'r rhaglen astudiaeth ddod yn statudol byddai angen galw Cynhadledd Maes Llafur Cytûn. Byddai ysgolion yn gallu dewis p'un ai i ddilyn y maes llafur cenedlaethol neu Faes Llafur Cytûn y cytunwyd arno'n lleol.

Gellir ail-frandio CYSAGau a'i galw'n Rhwydweithiau Cynghorol Lleol

Awgrymwyd nad yw'n ymarferol cael gwared ar yr hawl i dynnu plant yn ôl o AG.

## 3. Cynllun ariannu cenedlaethol

Mae'r adroddiad yn cynnig nifer cynyddol o oriau ar gyfer AG mewn hyfforddiant athrawon i 12 awr – er cydnabyddir nad yw hyn yn ddigon.

Rhannwyd y sylwadau cyffredinol canlynol.

Gwelwyd ymatebion cadarnhaol iawn i'r adroddiad gan y rhan fwyaf o sefydliadau. Cafwyd nifer fechan o ymatebion beirniadol gan dri chorff yn bennaf – y Bwrdd Dirprwyon Iddewon, NASACRE a'r Gwasanaeth Addysg Gatholig.

Mae'r REC wedi bod yn lloio Aelodau Seneddol yn San Steffan ac mae pawb yn cael eu hannog i ysgrifennu at eu AS drwy lythyr templed sydd ar gael gan yr REC.

Mae angen codi ymwybyddiaeth am yr adroddiad o fewn y cymunedau AG mewn CYSAGau a rhwydweithiau athrawon.

Awgrymodd LJ y bydd PYCAG yn rhoi papur at ei gilydd i ystyried beth y gall gymryd o'r adroddiad a rhannu'r rhain gyda Phwyllgor Gwaith CCYSAGauC.

Dywedodd RL fod y newid enw wedi cael cryn sylw gan y cyfryngau ond nad enw'r pwnc sy'n bwysig mewn gwirionedd ond y cyd-destun.

### ***Cau'r cyfarfod***

Oherwydd cyfyngiadau ar symud o amgylch yr ysgol daeth y cyfarfod i ben am 3.48 p.m.

## **11. Gwefan CCYSAGauC**

Nis trafodwyd.

## **12. Adroddiad Cyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 3 Hydref 2018**

Nis trafodwyd.

## **13. Gohebiaeth**

Nis trafodwyd.

## **14. Unrhyw Fater Arall**

Nis trafodwyd.

## **15. Dyddiad y cyfarfod nesaf:**

Gwanwyn 2019 – Caerdydd 26 Mawrth

Haf 2019 – Conwy (dyddiad i'w gadarnhau)

Diolchodd EE i bawb a oedd wedi cefnogi'r cyfarfod:

Y Pennaeth Fiona Gravell, Marged Williams, Pennaeth AG, a staff a disgyblion Ysgol Llanilltud Fawr

Jeremy Morgan, Clerc CYSAG Bro Morgannwg

Cynghorydd Bob Penrose, Aelod Cabinet Dysgu a Diwylliant Bro Morgannwg

Cynghorydd Eddie Williams, Cadeirydd CYSAG Bro Morgannwg

Maggie Turford, Ymgynghorydd i GYSAG Bro Morgannwg

Steffan William, Cyfieithydd

Kevin Palmer, Andrew Pearce a Rudi Lockhart am y cyflwyniadau.

**Attendance**

<p><b>Ynys Môn / Anglesey</b> Rheinallt Thomas (RT)</p> <p><b>Blaenau Gwent</b> Paula Webber (PW) Kathy Riddick (KD)</p> <p><b>Pen-y-bont ar Ogwr / Bridgend</b> Edward J. Evans (EE) Maggie Turford (MT)</p> <p><b>Caerffili/ Caerphilly</b> John Taylor (JT) Enfys Hawthorn (EH) Paula Webber (PW)</p> <p><b>Caerdydd / Cardiff</b> Maggie Turford (MT)</p> <p><b>Sir Gaerfyrddin / Carmarthenshire</b> Helen Gibbon (HG)</p> <p><b>Ceredigion</b></p> <p><b>Conwy</b></p> <p><b>Sir Ddinbych / Denbighshire</b></p>	<p><b>Sir y Fflint / Flintshire</b></p> <p><b>Gwynedd</b></p> <p><b>Merthyr Tudful / Merthyr Tydfil</b> Maggie Turford (MT) Ernie Goldsworthy (EG) Mark Prevett (MkP)</p> <p><b>Sir Fynwy / Monmouthshire</b> <b>Sir</b> Tudor Thomas (TT) Paula Webber (PW)</p> <p><b>Castell-nedd Port Talbot /Neath and Port Talbot</b> Hugh James (HJ)</p> <p><b>Casnewydd / Newport</b> Ilona Dziedzic (ID) Paula Webber (PW)</p> <p><b>Sir Benfro / Pembrokeshire</b> Amanda Lawrence (AL)</p> <p><b>Powys</b> John Mitson (JM)</p> <p><b>Rhondda Cynon Taf</b> Maggie Turford (MT) Mathew Maidment (MM)</p>	<p><b>Abertawe / Swansea</b> Jennifer Harding -Richard (JHT) Alison Lewis (AL)</p> <p><b>Torfaen</b> Paula Webber (PW)</p> <p><b>Bro Morgannwg / Vale of Glamorgan</b> Dafydd Trehearn (DT) Eddie Williams (EW) Rob Crowley (RC) Maggie Turford (MT)</p> <p><b>Wrecsam / Wrexham</b> Libby Jones (LJ)</p> <p><b>Sylwedyddion / Observers</b> Rudolf Elliot Lockhart, REC Tudor Thomas, MAGC Marged Williams, Llantwit School</p> <p><b>Cyflwynwyr/Presenters</b> Kevin Plamer, WG Andrew Pearce, WJEC</p> <p><b>Minutes</b> Gill Vaisey (GV)</p>
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## **Minutes of the meeting**

### **1. Introduction and welcome**

Prior to the meeting members enjoyed musical items from pupils of the school.

Councillor Bob Penrose Cabinet Member Learning and Culture for Vale of Glamorgan welcomed members to the Local Authority and in particular to Llantwit Major School. He gave thanks to the Headteacher Fiona Gravell for hosting both the NAPfRE meeting the previous day and the WASACRE meetings in this remodelled school.

Also, thanks were extended to Marged Williams Head of RE at the school for supporting the organisation of the day.

Cllr Penrose spoke of the challenging times of the new curriculum. He noted that RE's position needs to be made prominent as RE is a fundamental part of the curriculum and has enormous value. He referred to the need for SACREs to benefit from commitment, enthusiasm and skills and knowledge from all groups on the committee.

EE thanked Cllr Penrose for his warm welcome and reflections.

### **2. Quiet reflection**

EE shared a tale of the Cariboo people that reiterates the need for peace across the world. Individuals can be collectively powerful if working together.

### **3. Apologies**

Apologies were received from Rachel Samuel, Cllr Lyndon Lloyd, Janet Jones, Tania ap Sion, Dylan Rhys, Manon Jones.

### **4. Minutes of meeting held in Llangefni, 6th July, 2018**

The minutes were accepted as a true record of the meeting.

### **5. Matters arising**

Item 5. It was confirmed that since Carmarthen SACRE raised the issue of the necessity for bilingualism in all communication, everything sent out since the last meeting has been bilingual.

LJ to approach Lynda Maddock regarding a representative from WJEC. LJ has spoken to both Lynda Maddock and Andrew Pearce who have said they will do their best to attend both NAPfRE and WASACRE meetings. The importance of the need for WJEC representatives to attend NAPfRE and WASACRE to assist the very important communication process and for them to be fully aware of developments with the new curriculum was emphasised.

Item 6. Linda Rudge and REQM. PW reported that she had followed up on this. LTLRE funding has been withdrawn and been reallocated to a new project being undertaken by RE Today Services on behalf of Culham St Gabriels.

Four SACREs out of five that PW works with are keen to promote the REQM in their authorities. LJ reported that in Wrexham three schools per cycle could be funded to apply for the REQM award.

Item 7. Estyn Thematic Review. It was reported that NAPfRE will be responding to this report. LJ asked if WASACRE will be doing the same.

RT suggested that WASACRE does reply but as we rely on NAPfRE members for professional support in these areas, WASACRE could consider their report and adapt it to formulate a WASACRE response.

**Action:** Agreed for WASACRE to consider NAPfRE's response to Estyn and create their own response.

Item 9. The Secretarial Role has now been divided as hoped and all the individual roles have been covered amongst the Exec Committee.

Item 10. The conference proposed for 2019 is to be postponed due to a number of reasons until Autumn 2019. The Catholic Education Service and Church in Wales will have a supporting Framework for their schools, therefore there will be three Supporting Frameworks in place in Wales. We will need two training sessions – one in Autumn 2019 followed by a launch of the Supporting Framework when available. We need to consider who would fund the conferences – first one to be funded by WASACRE but it would seem appropriate that the launch should be funded by WG.

Item 13. A WASACRE email address is in the process of being set up.

David Hampshire has extended an invitation to the Interfaith Network meetings.

The WASACRE logo has been updated on the Interfaith Network website.

RT suggested that WASACRE might enquire about whether WASACRE could have a place on the Network.

## **6. NAPfRE Presentation:**

**Kevin Palmer, Welsh Government.**

### **AoLE Specific Professional Learning in the New Curriculum**

Kevin outlined that his presentation would cover professional learning and not the curriculum at present. He would like another opportunity to return to WASACRE and offer a future presentation more specifically on RE in the new curriculum.

KP gave a definition of 'professional learning'.

He outlined the need to an 'entitlement' to professional learning and recognises that with an emphasis on literacy and numeracy and digital competence this needs to be addressed in order to accommodate other subjects including RE.

Providers need clearly stated design criteria to ensure consistency.

WG needs to be answerable and transparent about how the allocated funding is spent. WG have committed to £24 million investment into schools for professional learning.

There will be a national approach to professional learning with the pupil at the heart of the model. It has to make an impact on the pupils' learning otherwise it is not appropriate. Needs to link to the Four Purposes of the new curriculum.

KP highlighted key points from his PPT presentation which will be made available to WASACRE:

All professional learners are different and have different needs. Therefore, the professional learning needs to be highly individualised. Need to recognise different regions, local schools, national contexts.

We need to recognise what good pedagogy looks like for the professional learning model.

Accreditation and recognition of professional learning is being developed.

Professional Teacher and Leadership Standards have been updated.

Networks – research-based approach – shows that practitioners work best when they work across schools to support each other's professional learning.

Individual Professional learning journey – teachers need to be forward thinking about how their subject will develop in future years.

Professional Learning Pioneer Schools (almost 100) are evaluating the professional learning implications of developments in the new curriculum.

PW questioned how this will be quality assured. KP stated that this is Estyn's role. Consortia will also quality assure each other's work.

Concern was raised about commercial organisations 'waiting in the wings' to develop curriculum support material for the new curriculum. The message from Welsh Government will be that buying in a scheme of work or a ready-made curriculum will be deemed to be bad practice and not acceptable.

EW questioned the capacity of teaching staff and the resources available to support this thinking.

KP advised that £24 million is to go into schools over the next 18 months = £800 per teacher – if this money is used collaboratively i.e. pooled to maximise its effect in producing new materials and making use of INSET opportunities then it will be effective.

BP suggested that the funding is being taken from one area to support another area.

PW asked how WG plan to provide training when the expertise of RE specialists has been so diminished recently. KP offered to discuss further with WASACRE this area of concern and the need for this to be addressed and supported financially.

**Action:** PW to further discuss with KP the issue of diminished RE expertise.



## **Manon Jones – Engagement with SACREs**

Manon had to give her apologies due to illness.

PW gave an update in her place. PW reported that responses from SACREs have indicated support for the idea of a 'Supporting Framework for RE' which will be funded by Welsh Government. This Supporting Framework could be adapted or adopted by SACREs to become their local Agreed Syllabus for RE.

Members viewed a presentation from Professor Donaldson which can be seen here:

<https://www.youtube.com/watch?v=oQ-rX4besgw&feature=youtu.be>

Following the series of meetings between WG and SACREs within each Consortia, PW advised that SACREs should respond as a committee rather than as individual members.

In January 2020 the final consultation document will be issued before the consultation ends in June/July 2020.

Concern was raised about the workload of teachers and how they could have time to not only continue teaching but also become familiar with the new curriculum and also be expected to be forward looking about how subjects will change and develop.

MM noted that we have just had a massive change with the GCSE and to expect teachers to take on more significant changes is a huge challenge.

TT reiterated the unrealistic demands on teachers and also that the £800 per teacher noted by KP earlier will not stretch far in terms of professional support. A Headteacher also stressed the need to consider teacher well-being and that this is crucial and should not be overlooked. She noted that there has never been such a time of shortage of funding for schools.

## **7. Professional RE Support for SACREs / LAs**

EE reported that WASACRE had written to every LA in Wales asking for details of what level of support is provided to the SACRE in terms of professional RE support, administration (clerk) and education officer. It was noted that fifteen LAs responded with details. However, since this report the situation has changed in several authorities.

Mary Parry retired and is no longer in post in Carmarthenshire and no longer supports Pembrokeshire SACRE either. Central South Consortium now has no RE specialist support to cover the five SACREs, but does have Maggie Turford, who is an experienced educationalist.

LJ reported that NAPfRE has also approached the Directors of Education who do not have a designated professional adviser to SACRE to confirm who is providing that support.

The current situation for professional support for SACREs is:

Anglesey – Helen Bev, Head of RE at Ysgol David Hughes. It was noted that it is an unrealistic burden on practising full-time teachers to support a SACRE unless they are given adequate time to be released from their school duties to carry out the SACRE work.

Carmarthenshire - Marian Morgan is covering although is not the replacement for Mary Parry  
Ceredigion - Alwyn Roberts  
Conwy - no response  
Gwynedd - no response  
Flintshire - no response  
Denbighshire – holding response  
Pembrokeshire – Amanda Lawrence Primary School Headteacher  
Powys – Sian Fielding, Challenge Adviser  
Neath Port Talbot – Rachel Samuel, Head of RE has no additional time allocated other than to attend meetings.  
Swansea - Jennifer Richards – allocated 15 days to support the SACRE.  
Vale of Glamorgan, Rhondda Cynon Taf, Bridgend, Cardiff, Merthyr Tydfil (Central South Consortium) - newly appointed Maggie Turford who is not a specialist but an experienced educationalist.  
Torfaen, Newport, Blaenau Gwent, Caerphilly, Monmouthshire - EAS has appointed Paula Webber who is a RE specialist as a full time employee.  
Wrexham – Dedicated RE advisor (4 days) provided by the Wrexham Parochial Educational Foundation.

RT noted that the Chair of Anglesey wrote to the Chief Exec of the Consortia regarding their concern that RE experts Bethan James and Phil Lord have been removed from providing support to SACRE by the consortia but no response has been received. He reported that Kirsty Williams' response is that this is an LA issue not a WG issue.

DT noted that even though the Central South Consortium has in fact an RE Specialist within its staff, she has not been utilised to cover the SACREs but instead a non-specialist has been newly recruited to cover the SACRE work.

LJ suggested that WASACRE writes to the relevant Consortia to ask why they are not providing specialist RE support to their LA SACREs. A letter could also be written to consortia to ask why they are not ensuring that they have RE specialist support for the SACREs, but noted that it is possible that this is not part of the agreement between the LAs and the Consortia and that LAs may not be paying for the Consortia to do so.

HW again reiterated the need for RE specialist support and noted that SACRE is reliant on the expertise of someone in the field of RE to deal with specific issues and not least in advising on the Agreed Syllabus and writing the Annual Report.

**Action:**

- a) WASACRE to write to the Minister regarding this issue.
- b) Take this as an item for discussion to the next meeting with WG in the spring.
- c) Write to the consortia who do not provide specialist RE support to their LAs.
- d) Write to LAs who do not have RE specialist support to SACREs.

## **8. Membership of WASACRE Executive**

EE announced that Mary Parry has retired from her post with Carmarthenshire and so therefore is no longer a WASACRE Executive member. Carmarthenshire SACRE will be invited to nominate a replacement until 2019.

It was noted that as Gill Vaisey is no longer associated with a SACRE she is not eligible to continue as Vice Chair and therefore cannot become Chair of WASACRE at the next AGM. GV explained that Central South Consortium had suddenly, without any prior communication or consultation with herself, terminated her role as consultant to Cardiff SACRE.

In order to manage this unexpected situation, the Executive has suggested that the current Chair covers an additional year whilst a newly appointed Vice Chair from summer 2019 settles into the role.

It was noted that LJ has offered to act as Vice Chair until 2019 but this will be too onerous for her to actually take on in practice should she be asked to Chair a WASACRE meeting as well as a NAPfRE meeting the previous day.

DT suggested that it is not fair that one person takes on more responsibility.

RT suggested that members accept the proposal of the Executive Committee and that if required he would offer to chair a WASACRE meeting should the Chairperson not be available. TT suggested that it is necessary to attract more people to share these key roles.

AL offered to discuss with the Exec the possibility of her taking the acting Vice Chair role.

It was reiterated the need to ensure that the Exec committee is fully complete with persons who are able to be active members and effectively carry out the work of the committee.

It was agreed that GV will continue as REC representative and also as EFtRE representative for WASACRE.

PW will also become a third REC representative alongside Tania ap Sion who is currently also a representative.

## **9. Collective Worship**

It was noted that the document prepared by EE on Collective Worship has been sent to SACREs. It was agreed to recommend to SACREs that they consider this paper at their next meeting.

**Action:** Recommend to SACREs that they agenda the paper on Collective Worship with a view to it being distributed to all schools in their local authority.

## 10. Up-dates:

### 1. Andrew Pearce – WJEC and A Level Feedback from 2018 results.

AP gave an overview of how the new GCSE is unfolding. He outlined the findings so far from the results and papers received. Many schools did not enter the GCSE specification this year.

The power point is available to secure centres and will be made available to WASACRE members.

It was noted that it is usual for Catholic Schools to allocate more curriculum time to RS to cover the GCSE specification and this may explain the evident positive results in Catholic Schools.

AP also talked through the A Level results noting that grades had improved this year by 2% increase compared with previous years. The number of entries had also increased this year in Wales whereas in England it has significantly declined.

The greatest uptake is that of the Buddhism paper. The Religion and Ethics compulsory paper achieved excellent results. The lack of available text books does not seem to have been detrimental on the results. A teacher pointed out at this stage that this has however impacted on the well-being of teachers who have had to compensate for the lack of books. AP advised that books will be available for the future.

'Share Space' is available as a resource for teachers. RE Online has useful videos showing the value of Religious Education as a subject.

AP concluded with congratulations to schools that have achieved such good results.

RT noted that Anglesey SACRE had complained that the wrong Welsh language RS examination paper had been given to candidates. AP noted that the situation was dealt with very effectively and that pupils were not disadvantaged and did not suffer any lesser grades as a result of the situation.

PW invited AP to future meetings and reiterated that this would be mutually beneficial to both WASACRE and WJEC.

### 2. Rudi Lockhart Commission on RE – the final document published 9<sup>th</sup> September 2018

RL gave an outline of the report and what the REC is doing about it.

He highlighted three areas.

#### 1. New vision for the subject

The report proposes a new title for the subject - Religion and World Views. RL suggested this is not about the adding of 'world views' to the curriculum.

World views refers to the nature of the subject – that in exploring religion, world views around and within this will be explored. It intends to encompass all that is good in religious education whilst recognising diversity and not being limited by boundaries

Page 12 and 13 cover the national entitlement and the key pages of the report but the whole document gives a much more rounded reading.

## 2. Legal Structure

The REC is to suggest names of persons who could write a non-statutory national programme of study with a view to this becoming statutory in the future.

Once the programme of study becomes statutory there would be no need to convene an Agreed Syllabus Conference. There would be a choice for schools to choose whether to follow the national syllabus or a locally Agreed Syllabus.

SACREs could be re-branded to become Locally Advisory Networks

It is suggested that it is not feasible to remove the right of withdrawal from RE.

## 3. National plan for funding

The report proposes an increased number of hours for RE within teacher training to 12 hours – although it is recognised that this is still not enough.

The following general comment were shared.

There has been very positive responses to the report from most bodies. There has been a limited number of critical responses mainly from three bodies – Board of Deputies of Jews, NASACRE and the Catholic Education Service

REC has been lobbying MPs at Westminster and everyone is encouraged to write to MPs via a template letter which is available from the REC.

There is a need to raise awareness of the report within the RE communities within SACREs and teacher networks.

There is a need to refine some of the ideas to ensure that everyone is on board.

LJ suggested that NAPfRE will be putting together a paper to consider what it can take from the report and share these with the WASACRE Executive.

RL stated that the name change has caused a lot of media coverage but in fact the subject name is not crucial as it is the context that is most important and significant.

### ***Closure of the meeting***

Due to traffic movement restrictions at the school the meeting finished at 3.48 p.m.

## **11. WASACRE Website**

Not covered.

## **12. Report for the Executive Committee Meeting held 3<sup>rd</sup> October 2018**

Not covered.

## **13. Correspondence**

Not covered.

## **14. A.O.B.**

Not covered.

## **15. Date for next meeting:**

Spring 2019 – Cardiff 26<sup>th</sup> March

Summer 2019 – Conwy (date tbc)

EE expressed thanks to all those who had supported the meeting:

Headteacher Fiona Gravell, Marged Williams, Head of RE, and staff and pupils of Llantwit Major School

Jeremy Morgan, Clerk to Vale of Glamorgan SACRE

Councillor Bob Penrose Cabinet Member Learning and Culture for Vale of Glamorgan

Councillor Eddie Williams, Chair of Vale of Glamorgan SACRE

Maggie Turford, Consultant to Vale of Glamorgan SACRE

Stephan William, Translator

Kevin Palmer, Andrew Pearce and Rudi Lockhart for the presentations.