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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, 9 GORFFENNAF 2019 AM 2.00 O'R GLOCH</b>	<b>TUESDAY, 9 JULY 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 Annibynnwyr Cymraeg/Union of Welsh Independents), Sedd Wag/Vacant Seat (Yr Eglwys Bresbyteriaid/Presbyterian Church of Wales)

### **Athrawon/Teachers**

Mefys Edwards (Ysgol Syr Thomas Jones, Amlwch), Manon Morris Williams (Ysgol Santes Dwynwen, Niwbwrch/Newborough), 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 (Pages 1 - 8)

- To submit for confirmation, the draft minutes of the previous meeting of the SACRE held on 19 February 2019.
- To discuss any matters arising from the minutes.

### 3 ANGLESEY SACRE'S DRAFT ANNUAL REPORT FOR 2017/18 (Pages 9 - 38)

- To present the Anglesey SACRE's Draft Annual Report for 2017/18 for approval.
- To evaluate the Anglesey SACRE's Action Plan for 2019/22.

### 4 THE NEW CURRICULUM FOR WALES 2022, AND HOW THIS WILL AFFECT RE?

To receive an update on the New Curriculum for Wales 2022 (link attached).

<https://hwb.gov.wales/draft-curriculum-for-wales-2022>

### 5 RELIGIOUS EDUCATION STANDARDS (Pages 39 - 72)

To present information regarding Estyn inspections undertaken at the following schools:-

- Ysgol Gynradd Amlwch
- Ysgol y Graig, Llangefni
- Ysgol Gymuned Pentraeth

### 6 SCHOOLS' SELF EVALUATION REPORTS (Pages 73 - 84)

To present Religious Education self-evaluation reports by the following schools:-

- Ysgol Y Talwrn
- Ysgol Pentraeth
- Ysgol Gynradd Amlwch

### 7 WALES ASSOCIATION OF SACRES (WASACRE) (Pages 85 - 102)

To present, for information, the draft minutes of the WASACRE meeting held on 26 March 2019 in Cardiff.

### 8 CORRESPONDENCE

To receive any correspondence.

**9**      **THE ANGLESEY SACRE'S NEXT MEETING**

To note the date of the next meeting of the SACRE on 8 October 2019 at 2.00 pm.

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

**Minutes of the meeting held on 19 February, 2019**

- 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)
- Teacher Representatives**
- Mrs Heledd Hearn (Ysgol Uwchradd Bodedern)  
Mrs Mefys Jones-Edwards (Ysgol Syr Thomas Jones,  
Amlwch)
- IN ATTENDANCE:** Mrs Helen Bebb (Ysgol Uwchradd Porthaethwy) (RE Co-ordinator)  
Mrs Gwyneth M Hughes (Senior Standards and Inclusions Manager, Education) (Clerk to the SACRE)  
Mrs Shirley Cooke (Committee Officer)
- APOLOGIES:** Councillor Glyn Haynes  
Mr Christopher Thomas (The Roman Catholic Church)  
Mr Rheinallt Thomas (Co-opted Member – Sunday Schools' Council)
- ALSO PRESENT:** Ms Lynn Ball - Head of Function (Council Business)/  
Monitoring Officer (for Items 11 & 12)  
Mrs Gwennan Roberts (Headteacher -Ysgol Gymuned Rhosybol) (for Item 3)

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The Chair referred to the sad loss of Professor Euros Wyn Jones, a member of the Anglesey SACRE, who recently passed away suddenly. He acknowledged Professor Jones' excellent work and contribution to SACRE over many years, as well as his contribution to the community and the whole of Wales. He stated that Professor Jones' passing would be a great loss to all the SACRE members.

**1. DECLARATION OF INTEREST**

Councillor Gwilym O Jones declared a personal interest in respect of Item 6 –

Schools' Self Evaluation, as he is a School Governor at Ysgol y Fali.

## **2. MINUTES OF THE MEETING - 9 OCTOBER, 2018**

The minutes of the previous meeting of the SACRE held on 9 October, 2018 were presented and confirmed as correct.

### **Matters Arising:-**

- Following SACRE's request to WASACRE to include Collective Worship on its next agenda, the Chair referred to item 9 of WASACRE's minutes from its last meeting held 20 November, 2018, which states that a document has been prepared by a member of the WASACRE on Collective Worship, which will be circulated to every Local Authority in Wales. The Chair reported that once SACRE has received a copy of the document, the Committee can then decide whether its concerns have been addressed.
- The Chair also referred to item 7 of the WASACRE minutes, which state that WASACRE has written to Mr Arwyn Thomas, GwE's Chief Executive, expressing concern that GwE has withdrawn its specialist RE support to SACREs.
- The Clerk to the SACRE confirmed that she has contacted the Presbyterian Church in Wales requesting that the Church nominates a member as a representative of SACRE, and is awaiting a response.
- The Clerk reported that the Head of Learning has agreed that Ms Meinir Hughes, a former GwE Challenge Adviser will be assisting Mrs Helen Bebb and Mrs Heledd Hearn to prepare SACRE's Annual Report for 2018/19.
- It was noted that the Chair and Clerk are in discussion with regard to planning arrangements for attending a meeting of the Heads of Anglesey Secondary Schools.
- It was highlighted that more needs to be done to raise awareness of SACRE's role and responsibility in the primary sector.

### **Action:**

**To invite the Chair to attend a Primary Schools Forum to experience good practice in Anglesey's schools, as well as raise SACRE's profile within the sector.**

- The Clerk confirmed that she has written to Ysgol Rhosybol, Ysgol Bryngwran and Ysgol Gynradd Llanfairpwll congratulating them on their success in achieving excellent results in Estyn's inspection reports.
- In response to a disparity in a Welsh RE A Level examination paper, Mrs Heledd Hearn confirmed that every secondary school in Anglesey has emailed the WJEC to view their concerns.

It was noted that teachers received a generic response from WJEC acknowledging the error, stating that the oversight would be taken into consideration when marking. The Chair referred to Andrew Pearce's comment in item 10 of the WASACRE minutes, which 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”.*

Contrary to Mr Pearce’s comment, SACRE’s teacher representatives felt that pupils had been disadvantaged by the error.

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

The Chair welcomed Mrs Gwennan Roberts, the Head Teacher of Ysgol Gymuned Rhosybol to the meeting, and invited her to give a presentation on the school’s work in relation to Religious Education provision.

The Head Teacher reported that over the last two years, the school has been preparing an overview on how to move forward within the new RE curriculum and its 4 principles, devised by Professor Graham Donaldson.

The Head Teacher gave an interesting presentation, which provided an insight into the work and activities undertaken at the school. It was noted that the children enjoy participating in school activities eg. ‘Open the Book’, morning assemblies, seasonal activities, community projects, visiting places of interest etc. Good examples of how the pupils relate to each other and work well together were presented before SACRE. They include school projects, where the children share resources, show empathy in wanting to help others, and learn about other religious beliefs and traditions.

The Head Teacher highlighted the importance of giving pupils a voice, and an opportunity to be independent and responsible for their actions.

The Chair thanked the Head Teacher for an interesting presentation and for sharing the school’s good practices with SACRE.

**RESOLVED to note the presentation and excellent work undertaken at Ysgol Gymuned Rhosybol.**

### **4. ANGLESEY SACRE’S DRAFT ANNUAL REPORT 2017/18**

The SACRE’s draft Annual Report for 2017/18 was presented before the Committee for consideration.

The Chair reported that the Chairman’s Summary would be presented at a later date, once the draft report has been finalised.

It was noted that pupils studying RE in KS4 and KS5 performed well, with three quarters attaining A-C grades in their results, and all KS5 pupils attaining a pass.

It was highlighted that RE is a popular subject, as a third of pupils who study the GCSE course progress to take A Levels in the subject. It was noted that the results are positive, considering the challenges faced by the curriculum and

lack of bilingual resources that are available for teachers, and in comparison to the low uptake in the Humanities field.

A question was raised by SACRE as to whether there were inaccuracies in the table contained in Section 2.3.3 of the report on Estyn's inspection of primary schools? SACRE agreed to raise the issue with the officer preparing the Annual Report.

**RESOLVED:-**

- **To note the content of the draft Annual Report for 2017/18, as presented.**
- **The Clerk to raise SACRE's concerns regarding the table in Section 2.3.3 of the report, with the officer preparing the Annual Report for 2017/18.**
- **That an updated version of SACRE's Constitution, together with any amendments proposed by SACRE be forwarded to the relevant officer by the end of February, so that a final draft Report can be prepared for circulation to SACRE members.**

**Action: As noted above.**

## **5. RELIGIOUS EDUCATION STANDARDS**

The Clerk to the SACRE's report incorporating information from Estyn Inspection reports undertaken at Ysgol Talwrn and Sir Thomas Jones School, Amlwch was presented for SACRE's consideration.

It was noted that Estyn reported that the standards of RE provision and Collective Worship are good in both schools.

Mrs Mefys Jones-Edwards reported that she was the school representative for the recent Estyn Inspection at Ysgol Syr Thomas Jones, Amlwch, and was pleased to be involved in discussions with the GwE Challenge Advisers. She stated that when Estyn speak of standards in RE, they are referring to reading, writing and cognitive skills, and highlighted the following extracts from the report:-

- *Many pupils are confident readers. They distil relevant information from various sources successfully and analyse texts effectively, and come to sensible conclusions ...*
- *Many pupils respond skilfully to the content and style of literary texts ...*
- *Many pupils write extensively for a wide range of purposes and audiences ...*

Mrs Jones-Edwards reported that she was pleased that RE was receiving due attention, on a par with every other subject within the curriculum.

**RESOLVED to note the information presented in the self-evaluation reports.**



**Action: None**

## **6. SCHOOLS' SELF-EVALUATION**

The schools' self-evaluation reports of Ysgol Gymuned Rhosybol, Ysgol Llanfairpwll, Ysgol Parc y Bont, Llanddaniel and Ysgol Y Fali were presented for SACRE's consideration.

The SACRE discussed the general lack of response from schools when they are asked to present a self-evaluation report. A question was raised whether SACRE should put pressure on schools who have not submitted self-evaluation reports, to do so every two years? It was noted that previously, the trend was for SACRE to ask schools who had recently been inspected by Estyn for their reports.

It was suggested, due to changes in the curriculum, that GwE, the local authority and Church work together on the best model for schools to present self-evaluation reports.

The Chair suggested, and it was **agreed to prioritise schools who have not previously submitted self-evaluation reports**. It was noted that, as it is mandatory for schools to prepare the reports, it is only a matter for schools to submit reports to SACRE.

### **RESOLVED:-**

- **To note the content of the schools' self-evaluation reports.**
- **That the Chair seeks the Head of Learning's support to move forward with the above proposal.**
- **That the Clerk and Mrs Anest Frazer discuss the best options on moving forward regarding schools' self-evaluation reports.**

**Action: As noted above**

## **7. THE COMMITTEE'S CONSTITUTION**

The SACRE's Constitution was reviewed by the Committee.

It was noted that there are two vacant seats on SACRE from religious denominations, namely the Union of Welsh Independents and the Presbyterian Church of Wales.

A question was raised, due to non-attendance, whether Rev Kate McClelland is SACRE's representative from the Methodist Church?

It was noted that SACRE has one vacant seat for a teacher representative from the primary sector on SACRE.

The Clerk reported that she would contact Mrs Amanda Earnshaw, the teacher responsible for RE in Ysgol Cybi, Holyhead, to enquire whether she would be interested in becoming a primary school representative on SACRE.

**RESOLVED:-**

- **To update SACRE's Constitution.**
- **That the Clerk writes to the Secretary of the Union of Welsh Independents requesting that it nominates a representative from the Church to become a member of the Anglesey SACRE.**
- **The Clerk to contact the Secretary of the Methodist Church to enquire whether the information currently held by SACRE on its membership is up to date.**
- **The Clerk to invite Mrs Amanda Earnshaw to represent the primary sector on SACRE.**

**Action: As noted above**

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

The draft minutes of the previous meeting of the WASACRE held on 20 November, 2018, were presented for consideration.

The RE Co-ordinator, referred to item 10 on the agenda – Andrew Pierce's response to WJEC and A Level feedback from 2018 results.

The RE Co-ordinator stated that she disagreed with Mr Pierce's statement, because although the A level grades are very good, the grade boundaries for Philosophy are very low in A Level and GCSE. It was noted that to achieve a C grade, the current boundaries are 60%. Last year the boundary went down to 47% for a C grade, which can be misleading, as standards are decreasing.

Concerns were raised that schools still do not have bilingual resources for the A Level RE syllabus. It was noted that several units of the A Level course do not have resources in English or Welsh. The teachers felt that it is disappointing that this matter has not given priority by Welsh Government.

**RESOLVED that the Clerk emails the Council Leader to pass on SACRE's concerns to Mr Mark Drakeford, the First Minister for Wales, to raise awareness of the lack of Welsh resources in schools.**

**Action: As noted above**

**9. CORRESPONDENCE**

The Chair reported that he has e-mailed all Head Teachers of Anglesey's primary schools, in his capacity as Chair of the County Council and Chair of SACRE, inviting schools to celebrate St David's Day with the children, by carrying out small acts of kindness to remember St David. He requested that the pupils report back to the SACRE on their activities.

**10. DATE OF NEXT MEETING**

It was noted that the next meeting of the SACRE would be held at 2.00 pm on Tuesday, 25 June, 2019.

**11. EXCLUSION OF THE PRESS AND PUBLIC**

It was **RESOLVED:-**

**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 will involve the disclosure of exempt legal advice within the meaning of Schedule 12A of the said Act.**

**12. HUMANIST MEMBERSHIP OF YNYS MÔN SACRE**

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

The Chair confirmed that he has now received a response from Mr Richard Speight, Chair of the Bangor Humanist Group, following his request for information regarding membership of the Group. It was noted that the Humanists have 9 local members, 3 of whom live in Anglesey.

The SACRE discussed the Humanists' request, and sought advice from the Monitoring Officer on the options available.

Having regard to the Monitoring Officer's advice, **the SACRE RESOLVED as follows:-**

- **Not to support the appointment on the grounds that:-**
  - **While acknowledging potential eligibility, the applicant has failed to provide any information which suggests that their membership is required in order to enable SACRE to appropriately reflect the principal religious traditions of the Isle of Anglesey in discharging its statutory functions;**
  - **This conclusion is based on the fact that, according to the information supplied by the applicant, there are only three adherents who reside on the isle of Anglesey; and,**
  - **The applicants are only able to represent their own beliefs and not, as suggested in the application, those of all the population of the Isle of Anglesey who identify as being of no religion.**
- **That the Chair emails Mr Richard Speight of Bangor Humanists Group, (with a copy to the SACRE Clerk) to inform him of SACRE's decision.**

**Action: As noted above.**

The meeting concluded at 3.30 pm

**COUNCILLOR DYLAN REES  
CHAIR**

# **Standing Advisory Council for Religious Education**

## **ANGLESEY ANNUAL REPORT September 2017 - August 2018**

Director of Lifelong Learning  
Delyth Molyneux April 2017 / April 2018

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**SECTION 1:  
EXECUTIVE SUMMARY**

**SACRE's function in relation to Religious Education**

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

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

**1.1 Chairman's summary**

It is once again a privilege, as Chair of the Anglesey SACRE, to present the 2017/18 Annual Report. Since last year's report we have suffered a double blow in terms of losing two key members of the Committee. Firstly, we have lost the services of our experienced Clerk – Mr Gareth Jones who retired in May. Secondly, we have also unexpectedly lost the invaluable expertise of Miss Bethan James, our Challenge Adviser when GwE (the School Effectiveness and Improvement Service) suddenly withdrew her service in April. On behalf of the SACRE I would like to thank them both for their long-standing dedication and excellent support. At the time of writing this report we are still in a period of transition in terms of trying to establish a structure that will ensure that the SACRE continues to effectively fulfil its statutory role.

I am pleased to report that this year's GCSE religious studies results for Ynys Mon students were generally good and it is encouraging to see that student numbers taking these courses has increased. Full details are contained on page seven of the report.

As is customary there are a number of recommendations contained within the Report. All these recommendations will subsequently be included within a new Action Plan together with other key recommendations such as those contained in the recent Estyn Inspection Report on religious education at Key Stage 2 and Key Stage 3.

In July the WASACRE meeting was hosted by the Anglesey SACRE and took place in Oriel Mon, Llangefni. The meeting was well attended and positive feedback was received from members regarding the arrangements and the musical items provided by children from Ysgol y Graig, Llangefni.

At a national level much of the focus has been upon the new curriculum and how religious education will be delivered as part of the new Humanities syllabus in 2022. In September, together with two other members of the Anglesey SACRE, I attended a North Wales SACRE workshop to discuss developments within the new curriculum. It was pleasing to note that schools will have the opportunity to put their own stamp on the curriculum within the national framework. However, there is much work to be done to prepare for these major changes in our educational system. I am reminded of the words of Dr Samuel Johnson – "Change is not made without inconvenience, even from worse to better"!

Finally, I wish to again offer my sincere gratitude to my fellow Committee members for their commitment throughout the year. I would also like to thank the new members of our team, namely Mrs Gwyneth Hughes (SACRE Clerk) and Mrs Helen Bebb (Religious Education Co-ordinator) for the assistance they have provided together with the vital support of Mrs Shirley Jones, our Committee Officer.

Councillor Dylan Rees  
Anglesey SACRE Chairman 2017-18

## SECTION 2: ADVICE TO ANGLESEY EDUCATION DEPARTMENT

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

SACRE's function is clearly 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 to consider amending 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 3 to 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 external examination results;
- reviewing ESTYN inspection reports for references to 'religious education' or 'collective worship';
- inviting teachers and headteachers to share their good practices with members in the termly meetings;
- visiting schools, currently by invitation, to attend collective worship sessions.
- Encouraging collaboration between schools to identify and support good practices

#### 2.3.1 Schools' self-evaluation reports

In the **Anglesey SACRE** meeting on 14 February 2011, it was decided 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 headteachers and members of the National Advisory Panel for Religious Education (NAPfRE) have approved templates which were drafted in response to the ESTYN Inspection Framework (see Appendix 3.5). The Anglesey SACRE clerk, who is an Education Officer for Anglesey Council is responsible for distributing and collating the self-evaluation reports.

Only 2 reports were submitted during 2017-18, representing 4% of Anglesey schools.

	2013-14	2014-15	2015-16	2016-17	2017-18
Number of reports	6/53	8/53	12/53	11/53	3/47
% of Anglesey	11%	15%	22%	21%	4%



<b>schools</b>					
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A summary of both schools' reports is noted below:

### **Ysgol Corn Hir and Ysgol Pentraeth**

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

##### **FOUNDATION PHASE**

- The pupils' ability to discuss and recall is developing well and by the top on Foundation Phase, nearly everyone can discuss and ask questions.
- Effective use is made of artefacts.
- Nearly every pupil can talk about their feelings, their actions and their opinions by the end of the Foundation Phase.
- Around half of the pupils describe and offer simple remarks on other people's viewpoints.

##### **KEY STAGE 2**

- Pupils are given the opportunity to talk and ask questions in regards to their own experiences, the world around them and aspects of religion.
- The majority of pupils can describe some basic researched religious beliefs, teachings, and practices.
- There is a good opportunity for pupils across KS2 to discuss variations in religious beliefs, teachings and practices and to recognize how this impacts the lives of believers.
- Pupils start to acknowledge that there is meaning to religious symbols and appropriately use religious vocabulary.
- Few confidently use a range of religious vocabulary.
- At the top of Key Stage 2, the majority can express and justify ideas and views on fundamental questions.
- Around half of the pupils can note what's similar and what's different within and across the religions.
- Very few pupils can explain how their feelings, their actions and their opinions impact their lives, and explain how other people's viewpoints by the same means impact their own lives.

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

### **FOUNDATION PHASE**

- The Foundation Phase teachers are familiar with the national exemplar framework for introducing Religious Education.
- They have identified the specific skills involving people, beliefs and questions through the Information and Knowledge of the World and Personal and Social Development, Well-being and Cultural Diversity well.
- The activities have been carefully planned across the Foundation Phase and show continuity.
- A wide range of experiences is offered.
- Narrative resources, information books, artefacts, ICT resources and school visits/visitors all create interest and enrich the provision in the field.
- The Religious aspects within the areas are provided well in the Foundation Phase.

### **KEY STAGE 2**

- Sufficient specific time is set aside for Religious Education across Key Stage 2
- Plans are detailed and ensure sequence, whilst addressing big questions
- Opportunities to take children out on visits to places of worship are taken advantage of
- The quality of teaching and the provision in Key Stage 2 is consistently good

## How good is provision for collective worship?

- Collective Worship is provided which follows the common tradition of the Christian faith every day.
- Collective Worship is held on a class and school level.
- Moral, spiritual and faith aspects are explored whilst nurturing a communal spirit and promoting an ethos and values.
- Effective use is made of PSHE plans to reflect on the big questions of the world.
- Comprehension and knowledge of Christian practices and stories is good.
- Effective use is made of visitors such as Rectors or Ministers to conduct services.
- Use is made of visits to conduct services at the Church e.g. Christingle and Easter.
- Collective Worship is considered to make significant contribution towards the children's spiritual, moral, social and cultural development.
- There are good opportunities to develop Worldwide Citizenship and Curriculum Cymreig aspects as part of the Worship.

### **Action steps rising from the reports.**

#### **SACRE's Recommendations to Anglesey's Education Authority**

- Continue to develop a training plan for primary coordinators
- Empower the pupil's voice to the plans

Following substantial changes within the County officers, three recommendations were made to follow immediately

- Appoint a new Clerk to the SACRE Committee following the retirement of the current clerk
- Appoint an advisor to support schools and the work of the SACRE Committee
- Ensure that a designated person is identified to attend National meetings

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

For reasons out of the committee's control, KS3 teacher assessments and KS4 and KS5 external examination results were not discussed during the SACRE meetings held in 2017-18.

However, KS4 and KS5 results were concisely discussed in a recent meeting. A summary of the data is given below:

#### KS4 [GCSE]

School	Number of pupils	A*-A [%]	A-C [%]
STJA	31	32	84
HH	11	9	64
YGLI	36	31	86
DH	52	35	83
Bodedern	21	5	66

- 151 candidates from the 5 Anglesey schools in 2017-18, 23 more than the previous year.
- The class numbers apart from one school are viable.
- Results are good. Each school succeeded to achieve over 60% of A-C results.
- 3 out of 5 schools achieved A-C results of over 80%.
- In 60% of the schools, over a third of the pupils achieved an A\*-A grade.
- 41 pupils achieved an A\*-A excellence.

#### KS5 A Level

School	Number of pupils	A*	A-C	A-E
YSTJA	14	7.1	100	100
HH	0	0	0	0
YGLI	10	0	90	100
DH	13	0	69	100
Bodedern	5	0	40	100

- In 2017-18, 42 pupils studied the subject up to A level.
- Nearly a third of pupils who sat the exam in GCSE follow the A Level course.
- At one school, no pupils studied the A Level subject.
- Each pupil achieved an A-E grade.
- Only one pupil succeeded to achieve an A\* [YSTJ].
- Ysgol Syr Thomas Jones Amlwch had the largest number of pupils following the qualification.
- YSTJ had the best performance within the subject in 2017-18.

The recommendations for 2016-17 remain as a priority.

#### SACRE's Recommendations to Anglesey's Education Authority

- Develop the knowledge, understanding and managerial skills of co-ordinators and subject leaders so that they can lead improvements in their schools;
- Ensure that schools have access to guidance and good practice that would improve the outcomes of their pupils 'religious education and the quality of religious education and reflect the principles and recommendations of 'Successful Futures'.

### 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 inspections of 6 primary schools was presented during the year. The schools were inspected under 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>	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	✓	✗	✓
Y Fali	October 2017	✗	✗	✗
Brynsiencyn	December 2017	✓	✓	✓
Llanbedrgoch	January 2018	✗	✗	✗
Santes Gwenfaen	January 2018	✓	✓	✗
Rhosybol	March 2018	✓	✗	✗

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

There were no references to religious education in ESTYN's 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 promotes these aspects very successfully,
- Three of the 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 headteachers.

Good practices were shared during the year by extending an invite to school representatives to outline the religious education and collective worship experiences provided to their pupils:

- Rhian Jones (headteacher 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).

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's support to the SACRE isn't part of the agreement with 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 to ensure that SACRE receives appropriate support and guidance in order to fulfil its duties as a statutory body.

#### **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.
- Construct a 2018-19 action plan for Anglesey SACRE.

## **2.5 Religious Education and the Welsh Government**

The Welsh Government has published and distributed guidelines to support religious education teachers:

- <http://wales.gov.uk> > search for Religious Education
- The Agreed Syllabus (or the National Exemplar Framework for Religious Education in Wales)
- Religious Education: Guidance for Key Stage 2 and 3 (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 of the assessment arrangements in Wales. Anglesey SACRE has contributed to the consultation process of the 'Great Debate' and has discussed the recommendations of the document '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 attended meetings this year with representatives from the Welsh Government's Curriculum Department as they support the pioneer schools and develop a Curriculum for Wales.
- The members received an update from the Supporting Improvement Officer in the October 2017 meeting. The work contribution of Barbara Wintersgill, Exeter University, on the 'big ideas for Religious Education' was outlined for the school discussions to innovate, which develops the new Curriculum. The main messages of the consultation paper, prepared by members of the National Advisory Panel for Religious Education and WASACRE, were shared with the group developing the Humanities Area of Learning and Experience.

#### **SACRE's Recommendations 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

Anglesey SACRE recommends the following resources to the religious education teachers and headteachers of the area's schools:

- [www.estyn.org.uk](http://www.estyn.org.uk);
- Religious Education in Secondary Schools (ESTYN, June 2013)
- Supplementary Guidance: collective worship in non-denominational schools (ESTYN, October 2017)
- Religious Education at key stage 2 and key stage 3 (ESTYN, June 2018)\*

### SACRE's Recommendations to Anglesey Council

- Ensure that school leaders and 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 Education Authority 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 at 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 (ESTYN, April 2018). 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 standards of collective worship in schools by reviewing schools' self-evaluation reports during the meetings.
- In response to the recommendations made by Anglesey SACRE, the Education Authority has liaised 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 during visits. Councillor Gwilym O Jones attended a collective worship session at Ysgol Pencarnisiog during the year.

## Decisions

No request was received from any school for a decision in terms of collective worship

### **SACRE's Recommendations to Anglesey's Education Authority**

- 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 at the county schools;
- Ensure that schools receive copies of 'Supplementary guidance: collective worship at non-denominational schools' (ESTYN) and 'Collective Worship Guidance' (WASACRE);

## ADRAN 3: ATODIADAU

### 3.1 General information in relation to the constitution of SACRE

SACRE was established by the 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 Membership of Anglesey SACRE 2017-18

#### Representatives of Religious Denominations

The Methodist Church

Rev. Kate McClelland (Summer 2016)

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

#### Teachers' Representatives (co-opted)

Ysgol Gynradd Llangaffo

~~Maria Alford Williams~~  
Mair Alford Williams

Ysgol Cybi

~~Alison Debyer~~  
Alison Debyer

Ysgol Uwchradd Bodedern

~~Helen Hannah Amlyn~~  
Helen Hannah Amlyn

Ysgol Syr Thomas Jones

~~Mary Sumner Eglwys~~  
Mary Sumner Eglwys

*awaiting nomination*

#### Councillors

Councillor Glyn Haynes

Councillor Gwilym O Jones

Councillor Alun Mummery

Councillor Bryan Owen

Councillor Dylan Rees (**Chairman**)

Councillor Alun Roberts

#### Co-opted members (no vote)

Rheinallt Thomas

Sunday School Council

#### Officers

Delyth Molyneux

Director of Lifelong Learning

Arwyn Williams April 2018 onwards

Gareth Jones

Education Officer and SACRE Clerk

Bethan James (until April 2018)

GwE Supporting Improvement Adviser

Shirley Cooke

Committee Officer

### 3.3 SACRE Meetings 2017-18

Dates of meetings are available beforehand by contacting the SACRE Clerk. During 2017-18, Anglesey SACRE met on two occasions:

- 10 October 2017
- 18 April 2018
- Summer 2018 – no meeting

The following matters were discussed, and some of which are detailed further in the body of this 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, thanks to secondary head teachers for their support to the teachers developing the new GCSE Religious Studies course, the decrease in the numbers studying 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 ESTYN's inspection
- ESTYN's Thematic Report
- Update from GwE's Supporting Improvement Adviser
- Wales Association of SACREs - presenting an oral report following the meeting held in Wrexham on 7 July 2017
- Anglesey SACRE's Action Plan for 2017-18

**b) Meeting 18 April 2018**

- Matters arising: *results of the national petition on collective worship, Coleg Cymraeg Cenedlaethol correspondence, the questions of ESTYN's thematic report questionnaire on Religious Education.*
- Anglesey SACRE's Annual Report 2016-17
- ESTYN inspections: Ysgol Penysarn, Ysgol y Fali, Ysgol Brynsiencyn, Ysgol Llanbedrgoch, Ysgol Santes Gwenfaen, Rhoscolyn, and Ysgol Rhosybol
- Schools' self-evaluations: Ysgol Corn Hir ac Ysgol Pentraeth
- Specialist support for Anglesey SACRE
- Improvement to the WASACRE constitution
- Managing the Right of Pupil 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 WASACRE meetings.

The following representatives attended WASACRE meetings during the year:

The following observers attended WASACRE meetings during the year:

### 3.3.2 Professional maintenance is provided to SACRE as following:

Arwyn Williams, Director of Lifelong Learning  
Gareth Jones, Education Officer who operates as 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 A list of organizations that received a copy of the SACRE report

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

- Department for Education and Skills, Welsh Government
- Anglesey Schools Website
- Wales Association of SACREs

#### A copy was also distributed to:

- Members of Anglesey SACRE

## 3.5 Anglesey SACRE template for a school's self-evaluation of standards in religious education

### 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 Wales by providing guidance documents to support teachers, headteachers and SACRE members. These provide useful information about teaching methods, resources and assessment. The 2010-12 national external moderation process gave RE departments in secondary schools the opportunity to show their understanding of Religious Education attainment levels.

#### Further information

- <http://wales.gov.uk> > search for Religious Education

- Locally Agreed Syllabus (or the National Exemplar Framework for Religious Education in Wales)
- Religious Education: Guidance for Key Stage 2 and 3 (2011)
- Exemplifying Learner Profiles at KS2 and 3 in Religious Education: Additional Guidance (2011)
- Religious Education: Guidance 14-19 year olds (2009)
- People, Questions and Beliefs: Religious Education in the Foundation Phase (2013)
- Religious Education: Chief Moderator’s Report 2012 (<http://wjec.co.uk>)

<b>ESTYN</b>
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ESTYN inspections are based on five inspection areas:

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

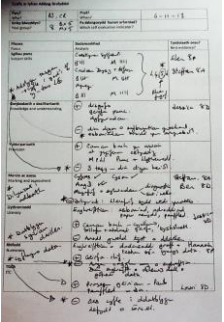
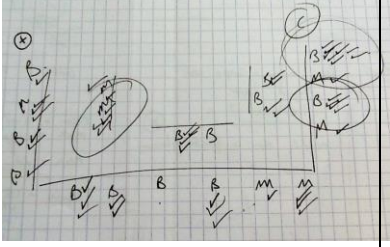
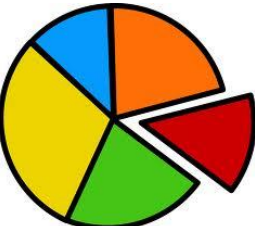
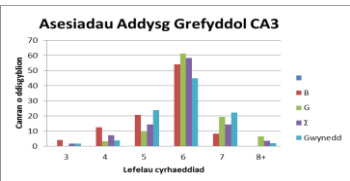

Few school inspection reports include references to the standards of Religious Education and collective worship. A thematic report was issued in June 2013 of Religious Education in Secondary Schools, which proposes recommendations to local authorities, schools and SACREs.

**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?**

<b>Book Review</b>	Teachers will collect a sample of pupils’ work ( <i>e.g. range of abilities, ages, boys and</i>
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	<p>girls) to help the coordinator 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 Competency 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 and Digital Competency frameworks?</li> <li>• What improvements do we need to make to our religious education planning, provision and assessment?</li> </ul>
<p><b>Questionnaires and interviews</b></p> 	<p>Schools can analyse the results of questionnaires used to acquire the views of pupils, teachers and parents to 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 Religious Education skills?</li> <li>• What are their perceptions/attitudes/opinions towards Religious Education?</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 only) in order to identify trends or patterns.</p> <ul style="list-style-type: none"> <li>• How well are boys/girls/groups of pupils performing over time? (all schools)</li> <li>• How well are pupils at our school/department performing in comparison to other departments/other schools? (secondary schools only)</li> <li>• Are there any groups of underachieving pupils? (all schools)</li> <li>• What improvements do we need to make to our planning, provision and assessment in 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, e.g. school literacy, numeracy or ICT co-ordinators;</li> <li>• Minutes of meetings held with teachers, school governors or SACRE visitors.</li> <li>• Action research undertaken by a member of the Professional Learning Community;</li> <li>• External accreditation, e.g. Religious Education Quality Mark <a href="http://www.reqm.org/wales">http://www.reqm.org/wales</a></li> </ul>

## 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, school leaders will need to consider what evidence will help them to come to a judgement on inspection area 4.2. Religious Education and collective worship has an important contribution to make to this area.

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 Autumn term 2017. Schools aren't expected to answer each question, but in discussing these with staff, governors, pupils and the support improvement adviser, schools will be able to identify strengths and improvement areas which will enable them to plan improvements.

### Inspection Area 1: Standards

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

- What is our view on religious education standards at your school? (FP, KS2, KS3, KS4, KS5 pupils)
- How well do pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions?
- To what extent do groups of pupils make progress in religious education? What do you see in their work that shows their progress?
- To what extent do pupils use their speaking and listening, reading and writing and their numeracy and ICT skills appropriately in religious education?
- Give an example of how the pupils have developed their thinking skills, their creativity and their physical skill in religious education activities inside or outside of the classroom.
- What matters for improvement require attention over the next year?

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

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

- Do the pupils show an interest in religious education?
- What do you think pupils gain from religious education?
- What matters for improvement require attention over the next year?

### Inspection Area 3: Teaching and learning experiences

**Remember to refer to examples of the provision. Time allocated for the subject? % of pupils that choose Religious Studies as an option? % of pupils who attain an accreditation for their statutory religious education.**

- How do you know that your school meets the statutory requirements for religious education?
- How does your school teach religious education?
- Does religious education succeed to engage the pupils' interest?
- 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?
- What is the quality of 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 pupils to know what they have achieved and what they need to do to improve?
- How do you assess and track the progress of pupils in religious education?

- How does the planning for religious education help pupils to become ambitious, confident, aspirational and knowledgeable individuals? Have you started to respond to the recommendations of ‘Successful Futures’?
- To what extent does the school provide a range of appropriate learning experiences, within the classroom and outside, in order to develop pupils’ interest and skills in religious education?
- Has the school organised any trips or visits linked to religious education? What 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 matters for improvement require attention over the next year?

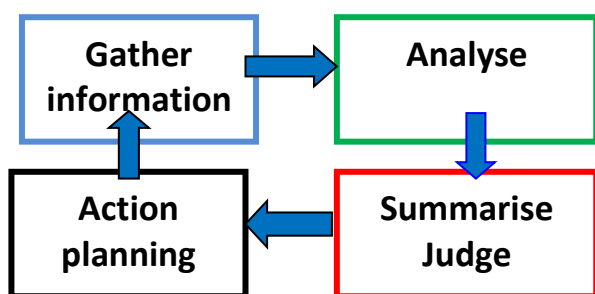
#### **Inspection Area 4: Care, support and guidance**

- To what extent do religious education lessons/activities help pupils to be active citizens?
- How do the pupils influence what and how they learn in religious education?
- Does the school participate in any community activities or have links with any faith leaders or organisations?
- How does religious education contribute to pupils’ understanding of their culture, the local community and the wider world?
- How has religious education helped pupils to understand equality and diversity? Stereotypes, religious extremism, human rights?
- To what extent does the school help pupils to develop certain values and establish their spiritual and ethical beliefs?
- How well does the school develop the pupils’ ability to reflect on religious or non-religious responses to fundamental questions and to reflect on their own beliefs or values?
- Does the school meet the statutory requirements in terms of collective worship?
- What is the quality of collective worship? How well does the school plan it 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 you ensure that any concerns in regards to comments made by pupils during religious education lessons are appropriately considered?
- What matters for improvement require attention over the next year?

#### **Inspection Area 5: Leadership and management**

- Does the religious education subject leader possess the necessary skills and understanding to lead the subject effectively?
- Are teachers able to benefit from 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 religious education lessons? How many pupils are withdrawn from religious education lessons by their parents and does the school have good arrangements in place for their provision during religious education 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 regarding their decision?
- In what ways does your school’s provision for religious education help promote better community cohesion?
- How often do you monitor religious education? How do you share this information with other relevant staff?
- Do you consider the views of pupils in the self-evaluation report and improvement plans?
- Do you work with religious education teachers from other schools? What has been the impact of this?
- What is the ‘best example of religious education’ you can share with your local SACRE or with other teachers?
- What matters for improvement require attention over the next year?

## 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 arranging for members to visit schools;
- by asking pupils, staff, governors in a sample of schools to complete an online questionnaire;
- by looking at external examination results and KS3 teacher assessments (secondary schools only)

## What sources are available in your area?

- Analysis of schools' self-evaluation reports;
- Analysis of schools' policies, schemes of work, school development plans;
- School performance data: KS3 teacher assessments, GCSE results, AS and A level results;
- Reports on school visits by SACRE members;
- Analysis of school questionnaires, online surveys (pupils, staff, governors) submitted by headteachers, coordinators or SACRE/WASACRE;
- Presentations by coordinators, teachers, headteachers, pupils;
- Success in competitions, external accreditation.

## 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' SMTs
- SACRE members
- local Authority/GwE 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



## Religious Education

### Improvement area 1: Standards in religious education

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

- Use: pupils' work, teacher assessments, learning walks, lesson observations to make a judgement.
- For further guidance: 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:

Our pupils' religious education standards is: **JUDGEMENT**

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

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

- Use: pupils' work, an analysis of a religious education questionnaire, minutes of focus groups/School Council.
- For further guidance: Supplementary Guidance: listening to learners (ESTYN, September 2017)

Notes:

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

### Inspection Area 3: Teaching and learning experiences in Religious Education

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

- Use: learning walks, lesson observation, pupils' work, interviews with pupils.
- For further guidance: 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 the religious education teaching at our school is **JUDGEMENT**

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

***To what extent do religious education lessons and activities help pupils to reflect on religious and unreligious responses to fundamental questions and to reflect on 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 walks, interviews with pupils, the school's collective worship programme, school newsletter, the school's records of any hate crime/bullying.
- For further guidance: 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? How do you know?***

- 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: SACRE guidance

Notes:

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

Matters requiring attention	Actions to be taken	Who?	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.

Headteacher:

Signature:

Date:

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



**Standing Advisory Council for Religious Education.**

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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Contributing to the collective worship were the:	headteacher 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 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"/>
Christian 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;
- discuss and encourage responses to fundamental questions about the meaning of life, change and death;
- develop beliefs and values, both personally and communally;
- encourage an understanding of the beliefs and values of others, either locally or globally;
- increase self-esteem and a sense of purpose in life;
- nurture the human ability to make moral choices for good or evil,
- encourage shared values, meaning and purpose;
- provide opportunities to reflect on the 'happy' and 'sad' events and experiences which affect the school community and the local community, and share them;
- support joint 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 2018-19

Anglesey SACRE Annual Report 2016-17/2017-18	Action points 2018-19 LA (Local authority) SA (Subject Adviser) SM (SACRE members)	Evidence	Outcomes	
Curriculum for Wales Area of Learning and Experience: Humanities "What Matters" statements	<ul style="list-style-type: none"> <li>Ensuring that head teachers, teachers, governors and SACRE members are aware of the Curriculum for Wales requirements (SA)</li> <li>Contributing to local discussions to plan learning experiences that reflect the 'what matters' statements of the Humanities Area of Learning and Experience (LA+SA+SM)</li> <li>Representing Anglesey in any National discussions relevant to developing the new curriculum and assessment arrangements) (LA+SA+SM)</li> <li>Developing a locally Agreed Syllabus for Anglesey schools which 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>Anglesey Agreed Syllabus reflects the principles of the Curriculum for Wales</li> <li>Religious Education is given full consideration as schools revise the curriculum and assessment arrangements.</li> <li>The provision of religious education in all schools is good or improved.</li> <li>Standard of religious education in all schools is good or improved.</li> </ul>	  
Facilitate Collective Worship of quality	<ul style="list-style-type: none"> <li>Ensuring that schools conform to the statutory requirements in regards to collective worship and provide good quality collective worship.</li> <li>Encouraging schools to invite Anglesey SACRE members to attend collective worship sessions.</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>Better understanding amongst SACRE members of the collective worship ethos in schools.</li> </ul>	  
<i>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 experiences – local partners' contribution to develop an understanding of religious education within 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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## Anglesey SACRE Action Plan 2019 - 2022

This Action Plan is based on the following documents:

- SACRE Annual Report
- The new Curriculum for Wales 2022
- ESTYN report, June 2018 Religious Education at key stage 2 and key stage 3

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Priority	Action Points	Responsibility	Evidence	Outcomes	
<p><b>Religious Education and Collective Worship is operationally and firmly good in each school.</b></p> <p><b>Purposeful planning to raise the image of the subject.</b></p>	<ul style="list-style-type: none"> <li>• Raise the profile and potential of Religious Education in the secondary and primary schools.</li> <li>• Reviewing and monitoring the quality of collective worship in the secondary and primary sectors.</li> <li>• Identifying and ensuring that each school has a Religious Education lead person, and that the responsibility of presenting collective worship is clear and operational.</li> <li>• Provide training / sessions on how to present high quality collective worship.</li> </ul>	<p><b>SACRE members</b></p> <p><b>SACRE members [Secondary RE Coordinators]</b></p> <p><b>Schools and SACRE members</b></p> <p><b>GwE/ Secondary RE Coordinators</b></p>	<ul style="list-style-type: none"> <li>• Religious Education and collective worship resources within the box on the Addysg Môn forum.</li> <li>• SACRE members' verbal reports.</li> <li>• Specific training arranged through Gwe following recognition of the need.</li> <li>• References towards collective worship in ESTYN reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Each school conforming with the expectations for daily collective worship.</li> <li>• Each school purposefully planning Religious Education and Collective Worship.</li> <li>• Relating the importance of Religious Education in our daily lives through wellbeing, reflection and community in collective worship.</li> <li>• Nurture learners' spiritual life.</li> <li>• Relevant training planned and presented.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Raising the level of accountability of SACRE members.</li> <li>• Work programme for the members for them to observe collective worship sessions in schools.</li> <li>• Scrutiny reports to ensure a continuum of learning.</li> </ul>	<p><b>Authority</b></p> <p><b>SACRE Committee</b></p>		<ul style="list-style-type: none"> <li>• SACRE members fully active in familiarising themselves with schools' work within the area through holding termly visits and reports.</li> </ul>	
<p><b>Teachers' knowledge of their responsibilities in relation to RE is current to enable them to teach the requirements of the NCfW with confidence.</b></p>	<ul style="list-style-type: none"> <li>• Ensuring that headteachers, teachers and SACRE members are knowledgeable about Religious Education requirements as part of the Humanities Area of Learning and Experience within the New Curriculum.</li> <li>• Ensure opportunities to share good practice between schools through looking at learners' work, work plans and informal lesson observations.</li> <li>• Ensure links between primary and secondary teachers in the Humanities AoLEs to share good practice.</li> </ul>	<p><b>Subject Advisor and Leaders from pioneer schools</b></p>	<ul style="list-style-type: none"> <li>• Examples of good practice.</li> <li>• Learners' work reflects NCfW requirements of a high standard.</li> <li>• Meeting minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Each learner's RE work reflecting the four areas.</li> <li>• Learners gaining valuable experiences from the learning and teaching.</li> <li>• RE is a natural part of the learning and is given equal attention within the AoLE.</li> </ul>	



<p><b>Create a platform to share resources in order to share good practice within RE and collective worship.</b></p>	<ul style="list-style-type: none"> <li>• Add a Religious Education and collective worship box within the Addysg Môn HWB forum.</li> </ul>	<p><b>Subject Advisor</b></p>	<ul style="list-style-type: none"> <li>• The box on the HWB website.</li> <li>• To contain examples of good practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Reducing teacher workloads in planning RE work and collective worship.</li> <li>• Facilitating the creation of collective worship sessions for schools.</li> <li>• A bank of good and excellent lessons is shared between teachers to raise the standard of RE teaching in schools.</li> </ul>
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Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Ysgol Gynradd Amlwch  
Amlwch  
Anglesey  
LL68 9DY**

**Date of inspection: December 2018**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

## About Ysgol Gynradd Amlwch

Ysgol Gynradd Amlwch is situated in Anglesey. There are 293 pupils between 3 and 11 years old on roll, including 27 part-time nursery age pupils. They are divided into 10 classes, including 5 mixed-age classes.

On average, around 22% of pupils have been eligible for free school meals over a three-year period. This is slightly higher than the national percentage of 18%. A few pupils come from Welsh-speaking homes and a very few are from ethnic minority backgrounds. Very few pupils at the school speak English as an additional language. The school has identified 18% of its pupils as having additional learning needs. This is slightly lower than the national percentage of 21%. A very few pupils have a statement of special educational needs.

The headteacher began in post in September 2017 and the school was last inspected in February 2011.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Pupils' wellbeing is at the heart of all of the school's work. Provision for vulnerable pupils is commendable and responds well to pupils' needs. Across the school, pupils are very polite and caring towards each other.

The school has a strong community ethos and pupils take pride in their local community. This is supported well by numerous visits to the local area and the visitors that come to the school.

On the whole, teaching is sound and teachers provide a wide range of interesting learning experiences that ignite pupils' enthusiasm in their learning. As a result, many pupils show positive attitudes to learning. However, a majority of pupils are unwilling to speak Welsh regularly.

The headteacher and governors provide clear leadership for the school's work. They have clear information about standards and use a purposeful range of suitable evaluation activities to ensure improvement.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Adequate and needs improvement</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Adequate and needs improvement</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Adequate and needs improvement</b>

## **Recommendations**

- R1 Ensure that leaders act on the findings of self-evaluation processes in a more effective and timely manner
- R2 Address the safeguarding issues that were raised during the inspection
- R3 Raise standards of Welsh oracy and writing
- R4 Ensure regular opportunities for pupils to apply their numeracy skills across the curriculum
- R5 Ensure consistency in teaching and assessment for learning

## **What happens next**

The school will produce an action plan to address the recommendations from the inspection. Estyn will review the school's progress.

## Main findings

### Standards: Adequate and needs improvement

On entry to the reception class, many pupils have numeracy skills that are appropriate or higher than expected for their age. However, many pupils' literacy skills on entry are lower than the expected level. During their time at the school, many pupils make sound progress from their starting points. They build on previous learning effectively and apply their thinking skills and creative skills purposefully across all areas of learning and the curriculum, for example as Year 2 pupils research into different materials to make a waterproof jacket for Father Christmas.

Many pupils' Welsh oral skills in the foundation phase are developing suitably. From an early age, they listen to stories and instructions, and respond appropriately. A very few nursery pupils, who have a sound grasp of the Welsh language, re-tell the story of the Gingerbread Boy with accuracy and clear sentence patterns. By the end of the foundation phase, many pupils speak confidently when discussing ingredients and the method of making food for Father Christmas' reindeer. In Year 6, many develop their ideas confidently when preparing a speech to persuade against the flooding of Cwm Celyn. However, many pupils across the school often turn to English with their peers, both inside and outside the classroom, and are unwilling to speak Welsh regularly.

In the foundation phase, many pupils make good progress in their reading. They develop an understanding of the relationship between letters and sounds, and apply these skills effectively in order to read unfamiliar words. Many read with expression and fluency. A majority of pupils make purposeful progress in their writing skills by using writing frames to help them. By the end of the phase, a few more able pupils use adjectives, similes and basic punctuation correctly, for example when writing a creative story based on Manza's journey in Africa. However, over-use of ready-made worksheets and writing frames prevents pupils from writing freely regularly.

In key stage 2, many pupils read confidently and fluently in both languages. They discuss the main events and characters from books knowledgeably, and express an opinion about their favourite authors. They use higher order reading skills well to find information from different sources, for example when preparing a multimedia presentation about a well-known person from the 60s. Across the stage, many pupils' writing skills are developing suitably. In Year 4, many develop their ideas appropriately in a range of forms for different purposes, for example when writing a newspaper article about Neil Armstrong in English. However, across the school, a few pupils' sentence structure is unclear, particularly in Welsh. Many pupils' standards of writing in the school's oldest class are sound.

In the foundation phase, most pupils develop their number skills effectively in a range of numeracy activities. They apply their skills successfully to solve problems in a variety of situations, for example when measuring paper to wrap Christmas presents in Father Christmas' workshop and calculating how many ingredients are needed to make bread. Many of the school's oldest pupils use the scale on a map successfully to calculate the distance between Amlwch and various places. Although there are good examples of pupils applying their numeracy skills across aspects of the curriculum, this is not consistent across all classes.

Standards of information and communication technology (ICT) across the school are good and are an integral part of all pupils' work. In both key stages, pupils use a wide variety of programs confidently to support and improve aspects of their work regularly. They use laptops and electronic tablets independently to support and develop their literacy and numeracy skills. They take photographs of their work and use them to create various presentations and assess their own work. In key stage 2, most pupils use ICT confidently to search for information and share it through numerous multimedia presentations, for example to describe the life of Martin Luther King and present the story of Llywelyn the Last. They add music and sound effects to them confidently. At the top of the school, most pupils use spreadsheets confidently to calculate the cost of Andy Warhol's paintings in dollars and pounds.

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

Nearly all pupils feel safe at school and understand whom to approach if they are worried or upset. They are welcoming towards each other and treat visitors with respect. Most pupils behave well in the classrooms, on the corridors and in assemblies. They work well together, listen and respect the contributions and ideas of others, for example when working together in small groups to prepare Christmas presents in Father Christmas' workshop.

Pupils take part in a number of councils, which encourages responsibility and care among pupils successfully. Many have a very good awareness of the importance of buying local goods and fair trade products, and the effect this has on overseas producers. This is supported well by the work of the school's fair trade council.

Most pupils have a good understanding of how to make healthy choices in relation to diet. For example, the healthy sandwich project and Year 6 healthy plate of food reinforce this successfully. The eco council grows vegetables to be used in the kitchen in order to raise money to buy gardening equipment. This develops pupils' understanding of sustainability and entrepreneurship well.

The pupil's voice is developed purposefully as they suggest ideas for class work and play a role in their own learning. As a result of listening to the voice of their fellow pupils, the school council has purchased playtime sports resources in order to promote exercise and wellbeing during break time. This has a positive effect on their personal and social skills, in addition to developing their self-confidence and fitness successfully.

Most pupils have a strong knowledge of how to stay safe, including when they are online. For example, pupils in Year 4 have created posters to raise awareness of e-safety.

In the foundation phase, many pupils respond to their tasks well and, on the whole, they work independently and play an active part in their work. With the teacher's support, they are willing to try new experiences and know whom to approach for support, when necessary. At the top of the school, most pupils work independently and show resilience and perseverance.

### **Teaching and learning experiences: Adequate and needs improvement**

On the whole, teachers provide a wide range of rich learning experiences. which engage pupils' interest successfully and develop them as confident and creative



individuals. Many teachers question skilfully in order to ensure pupils' understanding of their tasks and encourage them to think independently. The principles of the foundation phase have been established firmly and, in these lessons, teachers plan practical, stimulating and rich learning experiences. Teachers use the school's resources effectively, including the outdoor areas regularly, in order to develop pupils' skills in a wide range of activities. Assistants are used effectively to support individuals and specific groups of pupils.

Where teaching is of a very high standard, teachers challenge pupils purposefully and develop pupils' skills expertly through a wide range of modern topics. In the best practice, teachers create a creative learning environment that leads pupils to an imaginary world. A notable example of this is the stimulating activities based on the era of Prince Llywelyn. These activities incorporate aspects of the new curriculum for Wales. However, where teaching is less effective, activities lack challenge and tasks do not always respond to all pupils' needs. At times, over-use of ready-made worksheets prevents pupils from writing freely. As a result, a few pupils, particular those who are more able, do not make the expected progress.

Teachers provide pupils with appropriate oral and written feedback in order for them to know how well they have achieved. In a minority of classes, teachers provide constructive comments in order for pupils to know how to make improvements and develop their work further. This is not consistent across the classes and subjects and, as a result, pupils do not achieve as well as they could.

The school provides a rich curriculum about Wales in order to ensure that pupils develop their understanding of their local area and Wales. For example, numerous visits, such as the visit to Oriel Môn, enrich pupils' understanding well of the work and style and the artist, Kyffin Williams.

The school is in the process of planning the literacy, numeracy and digital competence frameworks into its curricular plans. However, this has not been developed effectively enough to ensure regular opportunities for pupils to apply their skills in a wider context. Teachers plan very skilfully to develop pupils' ICT skills through a wide and rich variety of interesting learning experiences. This ensures that they build on previous learning successfully and develop their skills further as they move through the school.

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

One of the school's strengths is provision for pupils who attend a specific class for those with additional learning needs. Members of staff create a happy, caring and inclusive environment that places a clear emphasis on developing pupils' emotional and social skills, and their curricular skills, very successfully. As a result, most pupils in this class make good progress in line with their needs.

The school has established comprehensive tracking procedures to track pupils' progress from their starting points. Teachers use this information well in order to identify pupils who need additional support in order to develop their literacy and numeracy skills. Teachers use this information effectively in order to stream and ensure efficient mathematics provision for individuals and specific groups of learners. Early indications show that this is having a positive effect on pupils' standards of mathematics.

Individual education plans and learning profiles for pupils with additional learning needs are purposeful. Members of staff monitor the progress that they make towards meeting their individual targets regularly. Learning assistants are used effectively across the school to support pupils in their learning and implement a range of intervention programmes. The school works well with parents to ensure their commitment to supporting their children. The school has a sound relationship with a range of external agencies in order to support pupils and provide support and guidance to staff.

There are suitable arrangements for promoting eating and drinking healthily. Through numerous activities, such as swimming and physical education lessons in the local leisure centre, provision to promote pupils' understanding of choosing a healthy lifestyle is sound.

Pupil's voice councils help to develop pupils' citizenship skills successfully. For example, the eco committee conducts regular recycling and energy saving audits, which strengthen their awareness of the importance of recycling to save money and protect the environment.

Provision to develop pupils' spiritual, moral, social and cultural development is strong. Pupils' moral development is promoted well through reflection time in assemblies, and close co-operation with the local church contributes well to this. The school promotes equality and diversity effectively, particularly in sports activities.

During the inspection, a few safeguarding issues were raised, and the school is beginning to respond to them. On the whole, safeguarding arrangements are suitable and are not a cause for concern.

### **Leadership and management: Adequate and needs improvement**

Since being appointed in 2017, the headteacher has established a vision that is based on clear aims and objectives to ensure that pupils' wellbeing is at the heart of all of the school's work. She has shared this vision appropriately with staff, pupils and parents. In a short time, the headteacher has focused on establishing an ethos of trust among staff. This has ensured that, on the whole, staff work together purposefully to provide interesting experiences for pupils.

Regular meetings for staff and senior leaders provide a beneficial opportunity to discuss the school's procedures and consider standards of achievement. Overall, meetings lead to suitable action points, which ensure better consistency across the school, for example when establishing and using the procedure for tracking pupils' progress.

By strengthening the performance management process, the headteacher has created a clear structure of accountability at the school. These arrangements link staff targets with the development plan successfully. As part of the process, leaders organise suitable professional development opportunities for teachers and support staff to broaden their knowledge and expertise, for example through training on developing a growth mindset, which is beginning to become embedded in the school.

The school works purposefully with local schools and schools in the region on areas such as creativity and the new curriculum. This is beginning to have a positive effect on the quality of teaching in a few classes. However, the school has been too slow to respond to national priorities, for example in terms of establishing the literacy and numeracy framework, and reducing the effect of poverty on pupils' attainment.

Governors are supportive of the school and provide appropriate challenge. They know the school well and contribute extensively to self-evaluation and improvement planning processes by observing teaching and scrutinising pupils' work. This enables them to challenge the school on its performance and pupils' progress.

The school gathers first-hand information about the school's work through an appropriate range of self-evaluation activities. This includes learning walks, lesson observations, scrutiny of books and seeking the views of pupils and parents. Reports that derive from these processes identify strengths and areas for improvement successfully. Leaders use data increasingly to identify areas that pupils need to improve. However, leaders do not always act on findings robustly enough in order to ensure improvement in a timely manner.

There is a clear link between self-evaluation findings and the school improvement plan. The plan includes appropriate priorities with suitable activities and clear success criteria for raising standards and improving provision and leadership. However, it is too early to see the effect of this on the priorities in the school development plan, for example on attendance and provision for skills. The school has not made adequate progress over time against the recommendations from the last inspection.

Governors and the headteacher manage the budget carefully and allocate expenditure suitably in order to increase provision to support and promote pupils' wellbeing. The school's resources are of good quality, including ICT equipment and resources in the outdoor area. The school has enough qualified teachers and support staff to provide an appropriate curriculum and support for pupils.

The pupil development grant is used suitably to support vulnerable pupils and those who are eligible for free school meals. This includes employing additional staff to teach a target group of pupils. Pupils in this group are developing their self-confidence well and apply themselves enthusiastically to their work.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication date: 07/02/2019



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Ysgol Y Graig  
Ffordd Coleg  
Lon Talwrn  
Llangefni  
Ynys Môn  
LL77 7LP**

**Date of inspection: January 2019**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

## About Ysgol y Graig

Ysgol y Graig is situated in the town of Llangefni, in Anglesey local authority. There are 380 pupils between 3 and 11 years old on roll. Welsh is the main medium of the school's life and work. The school has ten single-age classes, three mixed-age classes and two part-time nursery classes.

Over a three-year-period, around 22% of pupils have been eligible for free school meals. This is higher than the national percentage of 18%. Around 71% of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds.

The school has identified 27% of its pupils as having additional learning needs, which is higher than the national percentage of 21%. Very few pupils have a statement of special educational needs.

The headteacher was appointed to the post in January 2016. The school was last inspected in November 2010.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

During their time at the school, many pupils develop effective Welsh communication skills and make good progress with their oracy, reading and writing, considering their starting points. Many pupils' English skills when discussing, presenting written work and reading are developing purposefully. Only a few pupils show their true abilities successfully when writing at length in Welsh and English. Most acquire sound mathematical concepts and purposeful information and communication technology (ICT) skills.

Teachers and assistants care very diligently and conscientiously for their pupils and provide them and their families with highly valuable support and guidance. As a result, pupils feel very safe at school. They take pride in their relationships with staff and express their thanks for the staff's dedication to their needs and interests.

The headteacher has a thorough understanding of the school's needs. She works closely with the governors to make improvements and builds wisely on the school's strengths. They also target areas for development purposefully through regular self-evaluation and strategic planning procedures.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Ensure that the school addresses the safeguarding issue that was raised during the inspection
- R2 Ensure that leaders monitor teaching effectively and provide individuals with constructive feedback to improve their practice further
- R3 Challenge all pupils to perform at their best consistently, particularly when writing at length
- R4 Ensure that pupils apply their numeracy skills effectively to solve problems more independently across the curriculum
- R5 Improve provision to support teaching and learning outdoors in the foundation phase

## **What happens next**

The school will produce an action plan to address the recommendations from the inspection.



## Main findings

### Standards: Good

On entry to the school, around half of pupils have Welsh communication skills that correspond with the standard that is expected for their age. During their time at the school, many acquire effective Welsh communication skills and achieve well. Many pupils with additional learning needs achieve soundly against their personal targets.

Many develop effective speaking and listening skills, which contributes successfully to their learning. They are confident orally, speak eloquently and listen attentively to others. For example, pupils in the foundation phase explain clearly which objects sink and float in the water tub. Many pupils' oral English skills in key stage 2 are good, particularly as they elaborate on the Tudor period and specific events such as the Battle of Bosworth.

Many pupils develop purposeful reading skills. In the foundation phase, many read an interesting range of texts clearly. They understand the content of their books well when reading and build unfamiliar words purposefully, by using regular phonic strategies. They recognise the characteristics of familiar characters, such as Goldilocks, intelligently and offer sensible explanations for the purpose and effect of their actions. Many in key stage 2 pronounce clearly when reading in both languages. They enjoy fictional and factual books and research meaningfully on the internet, including tracing the history of the town of Llangefni and creating a timeline of the life of the famous singer, Elvis Presley. As a result, they use their higher order reading skills to find information from different sources effectively.

Many, across the school, write well for different purposes. They use a range of contexts purposefully to convey their personal opinions. In the foundation phase, many write interesting pieces in Welsh. Good examples include New Year's resolutions and a letter of permission to visit a local garden centre. In key stage 2, many write meaningfully in both languages for a wide range of purposes. For example, they compare living in the city and living in the countryside knowledgeably, and identify the differences between opaque, translucent and transparent objects correctly. However, pupils' extended writing does not reflect their true abilities, particularly those who are most able.

On the whole, most pupils across the school have a sound understanding of mathematical concepts. They follow instructions to expand their understanding purposefully during lessons. As a result, pupils in the foundation phase measure each other's height before creating a block graph of their results. They also recognise the properties of shapes well when creating pictures of dinosaurs and follow instructions correctly to measure footprints on the school playground.

Many pupils in key stage 2 use data with increasing accuracy and present it in various forms to complete mathematical tasks successfully. For example, they study a plan of a new house carefully to discover the perimeters of rooms, the area of the building and the cost of laying carpet throughout the house. They also plot coordinates confidently in the four quadrants by using a horizontal and vertical axis correctly. However, only a minority of pupils across the school choose suitable mathematical methods to complete new tasks independently without adult guidance.

As a result, only a minority apply their numeracy skills purposefully to solve problems across the curriculum.

Most pupils in the foundation phase use ICT equipment confidently. They use electronic tablets to gather information about the characteristics of the seasons of the year, such as autumn leaves. They also use a green screen effectively to portray the nativity and create purposeful databases to gather information about the birthdays of members of the class. Most pupils in key stage 2 show good ICT skills, on the whole, apply their skills sensibly and choose the most effective methods to present their work. They create formulae independently to add and subtract numbers on a spreadsheet, and programme it purposefully to reflect the accuracy of the answer in different colours. Most pupils also use safe passwords purposefully to access learning websites to complete their work, both in the classroom and at home.

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

Nearly all pupils convey loyal feelings towards their school and take pride in the close relationships between themselves and staff. They are very willing to discuss any concerns with staff and are confident that they listen to them. As a result, they feel safe within the school's inclusive and familial ethos. Playground buddies support the ethos of family and sympathy towards others effectively. They are vigilant on the playground and are ready to provide support to pupils who are anxious.

Most pupils have positive attitudes to learning. They listen attentively to teachers' instructions and apply themselves purposefully to their work during lessons. They are enthusiastic learners who apply themselves to new experiences promptly, such as painting a colourful landscape of the dinosaur world. Most pupils' willingness to discuss their work and work successfully with their peers is a sound feature among pupils. As a result, they respect the contributions of others and respond positively to their ideas.

Most pupils contribute beneficially to their learning by providing ideas to be included in the termly themes. They express valid opinions about what to learn in order to develop their understanding further. They understand that voices are important to improve their learning. They also take advantage of opportunities to visit the local area, such as the town's record office and a nearby windmill. As a result, pupils expand their knowledge and understanding of their local area intelligently.

Nearly all pupils' behaviour, both inside and outside the classroom, is very good. They are polite and respect their peers, staff and visitors. They take advantage of 'healthy mindset' sessions to create a calm environment and to consider important issues, such as human rights and justice. This is valuable practice and contributes effectively to their aspirations. As a result, nearly all pupils respond positively to the supportive ethos that is provided for them.

Nearly all pupils understand the importance of eating and drinking healthily, and take part in regular exercise activities. In addition to their lessons, older pupils take advantage of a variety of interesting activities to improve their fitness, such as football sessions and the running club. Most pupils are aware of the dangers that can arise in their lives and know what steps to take, should the need arise. For example, nearly all pupils, in line with their age, understand the importance of online safety and outline the dangers that can arise as a result of irresponsible use of the internet.

Most pupils are tolerant and sensitive to the needs of feeling of other pupils who are similar to or different from themselves. As a result, they have a sound awareness of fairness and the importance of equal opportunities. For example, they understand that different beliefs have specific rights and traditions, such as Hindus in India. They also have a thorough understanding of the importance of sustainability. They are able to explain confidently the importance of recycling food and specific goods, such as paper and card. They are knowledgeable about the effect of pollution and the dangers of the irresponsible practices of the human race to nature. For example, they respond in horror to the harmful effect of plastic goods on sea turtles and hedgehogs.

Pupils who have responsibilities take their roles seriously. Members of the school council and the team captains shoulder their responsibilities diligently. As a result, they have a sound understanding of their leadership roles within the school. They take great pride in their roles, as they have been elected by their peers. The eco council is also active, and the sports ambassadors organise engaging activities for their peers and younger pupils.

### **Teaching and learning experiences: Good**

The school provides a broad and balanced curriculum that engages most pupils' interest effectively. Teachers organise a variety of stimulating experiences, which include valuable visits to historic institutions, such as the Tudor house in Conwy. They plan interesting themes that promote learning and support pupils' knowledge and understanding successfully. They include pupils' ideas meaningfully when planning engaging lessons, which hold their interest and motivate them to succeed. The effective use of mind maps strengthens pupils' ownership of their work. Nearly all teachers succeed in making their classes stimulating and engaging places where nearly all groups of pupils are able to learn productively. This is done through colourful and appealing displays, which are valuable and beneficial in supporting teaching and learning.

The school succeeds in providing effectively for the foundation phase within the classrooms. However, outdoor provision has not been developed to support and enrich teaching and learning.

On the whole, the quality of teaching is good. Most teachers use a variety of different methods effectively when delivering lessons, which has a purposeful effect on most pupils' standards. However, in a few classes, the slow pace of presentations limits pupils' ability to achieve to the best of their ability, particularly those who are most able.

Teachers and assistants work together successfully and support learning purposefully by providing specialist and stimulating interventions. The supportive working relationship, which is evident in all classes, nurtures respect and courtesy, and creates a productive learning environment. They plan effectively for the pupils that they support, including those with additional learning needs. As a result, many pupils make good progress against their personal targets.

Nearly all adults model polished language and encourage and support pupils to use Welsh of a high, polished standard consistently. As a result, many pupils' standards of oracy are good.

On the whole, provision to nurture literacy skills is sound in both languages. All teachers plan effectively to introduce the statutory requirements of the curriculum and to improve pupils' literacy skills through interesting themes. Themes reflect the school's nature and local context successfully. For example, they record the history of Llangefni in bygone times purposefully. Teachers deliver interesting and stimulating experiences for pupils, which have a good effect on their oral and reading skills from day to day. For example, their meaningful presentations on comparing and appreciating human diversity targets pupils' writing skills effectively. However, there are not enough opportunities for pupils to develop their extended writing skills across the curriculum.

Standards of teaching in mathematics are sound across the school, and pupils receive comprehensive experiences within different areas of the curriculum. However, there are few opportunities for pupils to apply their numeracy skills across the curriculum to the same standard as can be seen in mathematics lessons.

Teachers develop pupils' ICT skills purposefully. They provide interesting opportunities across the school to create various presentations, spreadsheets and to record their experiences on electronic tablets. For example, in the foundation phase, teachers challenge pupils to create a branching database on dinosaurs. In key stage 2, they provide valuable opportunities to research on the internet, before creating a script that portrays a dialogue between Henry VIII and Anne Boleyn.

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

Arrangements to ensure pupils' care and wellbeing are a strength. The school is a very caring community with a familial, inclusive and happy ethos. Staff encourage pupils successfully to work together and behave courteously. As a result, pupils are confident, treat others with respect and behave very well.

Arrangements for tracking pupils' progress are sound. Assessment results are used effectively to measure pupils' progress. The procedure identifies pupils with additional learning needs successfully. Teachers arrange purposeful support through specific activities, such as phonics sessions, which succeed in improving pupils' achievements. Assistants also support pupils meaningfully in useful intervention sessions. As a result, pupils make good progress towards achieving their personal improvement targets.

The school supports pupils with emotional and social needs successfully, and works purposefully with external agencies. As a result, pupils receive caring support, as is received in the inclusive nurture class. This develops pupils' wellbeing and social skills effectively.

The school provides beneficial opportunities to ensure that pupils are able to make sensible choices about how to stay safe, for example when using the internet and wearing a seatbelt in a car. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. However, the inspection team brought a health and safety issue to the attention of the school's leaders.

Provision to develop pupils' creative skills is very robust. There is a strong tradition of providing valuable opportunities for pupils to perform in local and national concerts and eisteddfodau. This contributes successfully towards increasing many pupils' self-confidence, in addition to their awareness of their Welsh heritage and their local area. Arts activities are used valuably to expand pupils' cultural experiences, for example by working with a local artist and taking part in the school orchestra and choir. This promotes pupils' expressive skills well, in addition to their confidence to work with others effectively.

There is a good relationship between the school and parents. They receive information through social media and letters and, as a result, are aware of the school's activities and events. Staff provide useful training sessions for parents to improve their awareness of up-to-date procedures in education, such as teaching methods in the foundation phase. As a result, parents have a better idea of how to help their children at home.

There are beneficial arrangements to help pupils to make wise decisions, for example by providing opportunities for the school council to express an opinion on improving pupils' standards, wellbeing and Welsh cultural experiences. As a result, the school holds a homework club, a running club and plays contemporary Welsh music publicly every day.

There is a valuable range of physical activities, including after-school clubs, which succeed in promoting pupils' fitness and engaging their enthusiasm to stay healthy. The school has appropriate arrangements for promoting eating and drinking healthily. For example, pupils sell fruit during the day, which promotes a healthy lifestyle.

The school provides valuable opportunities for pupils to contribute to activities within the community, such as the Mayor's Sunday Service and raising money for good causes. As a result, pupils develop a good understanding of their local area and develop their social skills effectively through activities, both locally and further afield. Daily assemblies also promote pupils' spiritual and moral development effectively.

### **Leadership and management: Good**

The headteacher, staff and governors have a clear vision, which is based on the school's motto, 'A rock solid foundation'. The school provides a solid start for pupils, which allows them to succeed by developing their standards and wellbeing further. The school broadens pupils' horizons and aspirations effectively in order to nurture a realistic understanding of what is beyond their square mile. This strategic vision leads to a highly caring, safe and inclusive ethos across the school, which ensures that pupils achieve well.

The school has a clear staffing structure and the expectations of all roles are defined firmly against specific responsibilities. Arrangements for staff meetings are robust and create an effective communication network, which places a purposeful focus on raising pupils' outcomes. The headteacher schedules planning, preparation and assessment periods wisely, in a way that releases staff from the same school years at the same time. This is an effective means of sharing expertise and ensuring consistency in planning, assessment practices and expectations. As a result, the procedure allows staff to scrutinise jointly, moderate pupils' work and ensures consistency in provision purposefully.

There are effective procedures for managing the performance of teachers and assistants. These are linked directly with the school's priorities and address the staff's personal development needs successfully. For example, they are currently striving to target pupils' independence in the classroom.

The school has rigorous self-evaluation procedures. There is an obvious link between the findings of self-evaluation procedures and the priorities in the school improvement plan. The school defines priorities well and targets them sensibly to measure progress and identify aspects that need further attention. There is a detailed timetable of lesson observations, learning walks and scrutiny of pupils' work, which leads purposefully to effective monitoring reports. These show clearly the areas that are in need of attention. However, leaders do not monitor the recommendations from scrutiny reports rigorously enough, particularly when trying to improve aspects of teaching and individuals' accountability for their roles within the school.

Governors provide purposeful guidance and set an effective challenge for the school. They visit the school to evaluate the effect of activities on pupils' outcomes regularly. For example, they discuss the recent improvements in pupils' ability to make decisions confidently, and in gaining independence in their learning. They monitor expenditure and the effectiveness of resources sensibly, which includes good use of reserves to maintain inclusive provision across the school. As a result, they contribute well to the school's life and success, and hold the school to account for its performance as critical friends.

The headteacher, the senior management team and governors focus well on using all parts of the building to support pupils' learning and progress. For example, they have recently created a nurture class to target the specific needs of vulnerable pupils in the foundation phase. However, there is a lack of outdoor provision in the foundation phase. Resources in the outdoor area do not enrich pupils' experiences successfully enough to develop their skills further.

The school makes very creative use of the pupil development grant to meet pupils' needs in a way that makes them more willing to learn. For example, it employs a welfare officer and a play therapist, who are highly successful in improving pupils' self-respect and social skills. The welfare officer is also a valuable link between vulnerable families and the school, which improves the attendance of individual pupils effectively.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Ysgol Gymunedol Pentraeth  
Pentraeth  
Anglesey  
LL75 8UP**

**Date of inspection: March 2019**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

## About Ysgol Gymunedol Pentraeth

Ysgol Gymunedol Pentraeth is situated in the centre of the village, near the town of Menai Bridge in Anglesey local authority. Welsh is the main medium of the school's life and work, and English is introduced to pupils in key stage 2.

There are 111 pupils between 3 and 11 years old on roll. Around 43% of pupils come from Welsh-speaking homes. Over a three-year-period, around 8% of pupils have been eligible for free school meals. This is lower than the national percentage of 19%. The school has identified around 32% of its pupils as having additional learning needs. This is higher than the national percentage of 21%. Most pupils come from white British backgrounds and very few pupils are from ethnic backgrounds.

The headteacher was appointed to the post in March 2009 and the school was last inspected in June 2012.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

The headteacher knows the school and all pupils very well. She has developed staff who work together effectively to promote a robust vision successfully.

One of the school's strengths is the way in which staff work together effectively and successfully, and forge and maintain a good working relationship with pupils. This has a positive effect on pupils' standards and wellbeing, particularly in the foundation phase.

The influence of the pupil's voice is one of the school's strengths, and most pupils are enthusiastic about undertaking roles of responsibility. The work of members of the different pupil committees and groups has a positive effect on school life and the wellbeing of their peers.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Establish a manageable leadership structure by distributing responsibilities more effectively
- R2 Ensure that teaching in key stage 2 challenges all pupils regularly, and makes better use of the progress-tracking system in order to sharpen provision for more able pupils
- R3 Increase pupils' use of the Welsh language in informal situations and in the classrooms
- R4 Address the safeguarding issues that were raised during the inspection

## **What happens next**

The school will produce an action plan to address the recommendations from the inspection.

## Main findings

### Standards: Good

On entry to the school, a minority of pupils have skills that are close to the expected level for their age. By the end of their time at the school, many pupils, including those with additional learning needs, achieve well from their starting points.

Many pupils make good progress in their oracy skills, listen attentively in lessons and show an understanding of instructions. By Year 2, many communicate clearly and develop their oral skills with increasing confidence. Most pupils in key stage 2 communicate clearly in Welsh and English, and contribute purposefully to class discussions in both languages. They use extensive vocabulary to create effect, for example when discussing the effect of bullying on a child's self-image. A majority of pupils show pride towards the Welsh language; however, a minority have a tendency to communicate with each other in English in their lessons and in less formal situations.

Most foundation phase pupils' reading skills are developing soundly. They use an appropriate range of phonic strategies confidently to read new words. By Year 2, many read with increasing confidence and a good level of accuracy, fluency and understanding of what they are reading. Most key stage 2 pupils make strong progress in their reading in Welsh and English. They express a liking for books and discuss them intelligently, by referring sensibly to the features of different texts. By Year 6, many develop higher order reading skills by gathering information from different sources, for example when studying the strike at Penrhyn.

By the end of the foundation phase, many write increasingly independently for different purposes. A good example of this is more able pupils writing a newspaper report on the story of Grace Darling, and showing a good grasp of vocabulary, syntax and punctuation. By the end of key stage 2, most pupils use a wide range of writing genres. They present their ideas effectively, for example when writing a script for a news programme. When they are given an opportunity, pupils structure their work effectively and show a secure grasp of spelling patterns, paragraphing and punctuation to create effect in both languages. However, over-use of ready-made worksheets restricts more able pupils from writing freely regularly and achieving to the best of their ability.

Across the foundation phase, many pupils have a sound understanding of number skills. In the reception class, they use money purposefully to solve problems by applying their numeracy skills to buy goods up to 10p. They are also able to create a block graph to identify how creatures move by slithering, flying or crawling. By Year 2, many pupils are able to buy fireworks in 3D shapes effectively by using 20p, 50p and £1 coins. A notable example of the way in which pupils reinforce a range of numeracy skills practically is by using non-standard units of measurement to measure a tree trunk on the school grounds. In key stage 2, most pupils have a sound understanding of addition, subtraction, multiplication and division. By Year 6, most pupils are able to recall previous knowledge of equivalent fractions well when comparing the size of fractions. Many pupils apply their numeracy skills confidently

in everyday situations. An example of this is the way in which they measure the height of mountains and distance across the Snowdonia mountains.

Most pupils in the foundation phase develop a range of information and communication technology (ICT) skills skilfully, and apply them confidently across the areas of learning. For example, pupils in the reception class develop early control skills by steering a programmable toy purposefully. Many develop creative and linguistic skills beneficially by using apps to convey the story of Little Red Riding Hood. In key stage 2, on the whole, pupils build appropriately on their previous ICT skills. Many research the history of the Celts and present this information purposefully. They also develop early programming skills well by designing a computer game. However, their ability to use spreadsheets to model, and to use and interrogate a database, has not been developed to an appropriate level.

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

Most pupils show obvious pride in the school, as well as their successes in the Urdd Eisteddfod. They take pride in their community and take part in various activities, such as singing and participating in activities in the local home for the elderly, which promotes a bridge and understanding between the ages very successfully.

Most pupils feel safe at the school and know whom to approach if they are concerned. Most have a sound understanding of how to stay safe on the internet.

Most pupils are happy, polite and very respectful towards each other, staff and visitors. This is a prominent strength across the school and leads to good standards of behaviour and discipline among most pupils. Another strong element is the way in which most pupils discuss things meaningfully and respectfully among themselves in lessons and within the different committees.

Most pupils have a sound awareness of the importance of eating healthily and keeping fit, and the positive effect this has on their health. A majority of pupils enjoy and benefit from weekly physical activities. In the foundation phase, they develop ball control skills and balance, and in key stage 2 they benefit from fitness circuit training. By the end of key stage 2, all pupils enjoy challenging water sports, such as kayaking, sailing and adventure activities such as walking with the support of ropes at height.

Most pupils show high levels of perseverance and benefit from a specific programme to enable them to improve their independent learning and not be afraid of making a mistake. As a result, most develop as confident learners who show resilience when facing challenges or new situations in their work. A specific example of this is pupils' ability to remember resilience skills when facing a new situation in the swimming pool.

The pupil's voice is given prominent attention in all aspects of school life, and pupils enjoy responsibilities. Through the various councils, pupils take pride in what they achieve. A good example of this is the way in which pupils organise discos to buy a defibrillator for the community, and grow and sell herbs. Pupils are given regular opportunities to express an opinion about what they would like to learn by contributing towards planning the term's themes. A good example is the way in

which pupils in Years 5 and 6 contribute to the theme, “Chwarelwr Ydw i” (“I am a Quarryman”). As a result, pupils apply themselves fully to tasks and work robustly with others.

Most pupils understand the importance of regular attendance, and the school has succeeded with recent initiatives to ensure that the school’s attendance percentage is improving. However, a few pupils’ punctuality is not good enough.

### **Teaching and learning experiences: Good**

One of the school’s strengths is teachers’ ability to forge and maintain a supportive working relationship with pupils. This has a beneficial effect on pupils’ standards and wellbeing. They create a stimulating learning environment in lessons, especially in the foundation phase. Teachers’ presentation is interesting and offers a range of activities that engage most pupils’ interest successfully. Across the school, staff model language effectively and in ways that stimulate pupils’ response. For example, original rap songs are used to introduce numerals and mutations in a fun way. In addition, foundation phase teachers make very purposeful use of apps to develop language patterns. This strengthens pupils’ oral skills successfully and has a positive effect on pupils’ linguistic development. This is particularly true of those from non-Welsh speaking backgrounds and those pupils for whom the Welsh language is completely new.

Teachers support each other and work together effectively. An example of this is the joint co-ordination and planning by foundation phase staff in order to ensure progression and continuity in pupils’ experiences. The effective and successful co-operation between teachers and support staff is a strength and support is offered to pupils according to their needs. This enables pupils to complete their tasks successfully and for pupils with learning needs to make sound progress.

Teachers share the lesson aim regularly with pupils and offer them beneficial opportunities to review and evaluate their work. They explain tasks clearly and ask purposeful questions in order to ensure that pupils have a sound understanding. They give pupils beneficial feedback on how to improve their work further, but they do not provide pupils with regular enough opportunities to respond to and act on the comments.

The principles of the foundation phase have been established very successfully and are one of the school’s obvious strengths. They are also beginning to be used at the start of key stage 2 in preparation for the new curriculum. There is imaginative and purposeful use of the outdoor learning area to ensure rich learning experiences. This develops pupils’ skills and independence very successfully.

In key stage 2, adventurous activities are an effective means of extending pupils’ learning experiences. Forest school activities and teamworking experiences on water at Glanllyn are good examples of this. The school places emphasis on making effective use of educational visits in order to enrich the curriculum, for example visiting the Slate Museum in Llanberis to learn about the slate industry and quarrymen’s working conditions.

Teachers plan in detail and effectively and this leads to varied and stimulating learning activities that engage most pupils successfully. On the whole, teachers provide tailored tasks to meet the wide range of pupils' ability, particularly those with additional learning needs. However, tasks do not always challenge more able pupils effectively enough.

Across the school, pupils have regular and rich opportunities to develop their literacy and numeracy skills consistently across the areas of learning. However, key stage 2 pupils do not have opportunities to develop the full range of ICT skills across the curriculum. This is mainly because pupils do not have opportunities to use a spreadsheet for modelling or to interrogate a database.

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

The wellbeing and care of pupils is completely central to the life of the school. An excellent feature is the familial and caring ethos which ensures that pupils and staff care for each other naturally. As a result, pupils feel happy and safe at the school.

The school provides purposefully for developing pupils' spiritual, moral, social and cultural attitudes. Periods of collective worship provide valuable opportunities for pupils to reflect on values and to respect diversity, as well as opportunities to learn about fair trade to ensure a fairer world. There is a central emphasis on forging positive relationships and pupils display courtesy when dealing with each other and with adults, including visitors. There are successful strategies for encouraging pupils to play together and to care for each other during break times.

The school has comprehensive arrangements for promoting healthy eating and drinking. The influence of the school council's healthy eating campaigns contributes positively to the habits of fellow pupils by encouraging them to drink water regularly and to eat fruit at break times. The school places emphasis on promoting physical health through exercise lessons and a range of challenging outdoor activities. The school has adopted a strategy of building confidence and resilience that promotes positive attitudes to learning among pupils and develops their independence as learners successfully.

Teachers and learning assistants know the pupils very well. The school has suitable systems for tracking pupils' wellbeing and progress and activities are tailored to meet the needs of most pupils within their classes. However, they do not use the progress-tracking systems effectively enough to respond to the needs of higher ability pupils in key stage 2.

The school provides very well for pupils with additional learning needs. Teachers use a variety of methods to identify pupils' needs at an early stage and take appropriate steps to meet their needs effectively. They provide purposeful individual education plans and parents and pupils are included regularly in the process of producing and reviewing them. Staff support pupils with emotional and social needs skilfully and provide very purposeful support programmes for them. As a result, the school ensures that most pupils make good progress against their personal targets.

The school has a strong, supportive and co-operative relationship with parents, and the open-door policy is appreciated. The school is willing to listen to their views and



suggestions and welcomes them to play a part in school life. An example of this is parents helping with running the cookery club. The school's parent-teacher association is active and organises a programme of fundraising activities to support the school. This enables the school to offer a variety of external activities and to purchase ICT equipment.

The school maintains various links with the local community. Visitors are invited in from the community, such as members of the lifeboat, the vicar, a paramedic and a range of poets, writers, musicians and artists, to enrich the learning. The school identifies regular opportunities to organise charitable activities and pupils develop their understanding of the importance of helping others who are less fortunate, such as blind people.

The school develops the learner's voice very effectively through a number of school councils. These provide valuable opportunities for pupils to shoulder responsibilities and to make decisions and are an effective means of developing a wide range of skills. A good example of this is the way in which the Eco Committee has developed a Herb Garden and sold the produce within the local community.

The school provides very effectively for pupils to develop their creative skills through various activities that offer valuable opportunities for pupils. These include working with local artists and an opportunity for key stage 2 pupils to benefit from instrumental tuition. The school has experienced success in vocal competitions at national level through Urdd Eisteddfodau.

During the inspection, the school's attention was drawn to a few safety issues. Overall, arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Leadership and management: Good**

The headteacher knows the school and all pupils very well. She has a sound vision for creating a friendly and happy school that gives pupils every encouragement to learn and develop to the best of their ability. She is passionate about ensuring that the vision is implemented in every class and is able to monitor this on a weekly basis since she teaches in each class in turn. This is one of the school's strengths. All staff promote the vision successfully and work well together to develop the school's provision and to raise standards.

Almost all staff members are aware of their roles and responsibilities and are developing effectively as a team. The school responds positively to most national priorities. For example, the headteacher has ensured that a new teacher has received very beneficial support to ensure that the requirements of the foundation phase are met extremely effectively. The headteacher has begun to allocate leadership responsibilities to a wider number of staff. However, responsibilities have not yet been shared effectively enough in order to develop the leadership skills of others fully and to ease the burden on the headteacher.

Members of the governing body have a good awareness of what works effectively in the school together with issues that are in need of improvement. They support the school successfully and challenge the headteacher when necessary. A recent

example of this is challenging the targets for pupils' standards. Very effective use is made of the expertise of members of the governing body, especially in the area of additional learning needs.

Leaders have purposeful procedures for evaluating the effectiveness of provision and standards. They include staff and governors in the process of scrutinising books and in learning walks and consult with parents and pupils as part of the process. On the whole, reports that derive from the process are accurate and evaluative and identify strengths and issues for improvement successfully.

The priorities of the current development plan are based on the direct findings of the school's self-evaluation procedures. The document includes purposeful targets, clear accountability and a practical timetable. However, the plan is too long and contains too much outline information before arriving at the main priorities. An attempt has been made to evaluate the previous plan but it does not use the original targets to measure progress consistently enough. Nevertheless, the school has a successful track record of ensuring improvements, for example in terms of robust provision in the foundation phase and developing standards of oracy and writing in Welsh across the school.

School staffing levels meet its needs and the school has robust procedures for managing teachers' performance. This ensures that they receive support in implementing the priorities of the school development plan as well as individual professional needs. Effective use is made of visits to observe good practice in neighbouring schools in order to meet the priorities of the development plan. An example of this is the support for developing methods of challenging more able pupils at the top of the school. Leaders make very effective use of teachers from a dyslexia centre to support individual pupils and specific groups of pupils with a variety of interventions and strategies. This is one of the school's strengths and it has a positive effect on the wellbeing and standards of these individuals. For example, it develops pupils' self-esteem, promotes resilience and perseverance and encourages them not to be afraid of making mistakes.

Grants are targeted appropriately in order to enrich provision and expand resources. This has a very positive effect on improving the literacy standards of groups of learners. The headteacher and the governing body monitor the use of the budget carefully.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Publication date: 23/05/2019

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Name of School: Ysgol Y Talwrn

## Religious Education

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

***How well do 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 you identified in their work that shows their progress over time?***

Almost all children in KS2 are able to investigate different beliefs in a mature and sensitive manner and show tolerance towards others.

As a result of the fact that there are Muslims in the school, almost all children show a natural understanding of aspects of Islam e.g. fasting, diet, religious festivals.

Most FP pupils have a good understanding of Christian stories such as Easter and Christmas, and by the end of the FP almost all children can discuss aspects of Christianity by the end of year 2.

The children are aware of Christian practices and stories, e.g. St David, Mari Jones, Shrove Tuesday.

Notes:

Over the next year, there is a need to take another look at developing contemporary work plans to ensure that they meet the requirements.

**The standard attained by pupils in religious education in our school is: Adequate**

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

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

- A Peace project was in the school for a period of 10 weeks working with year 5/6 pupils – positive feedback was received from the volunteers on the pupils’ ability to reflect and in the form of a self-assessment in a questionnaire.
- The pupils have a positive relationship with members of the local chapels, and they have a sound understanding of the manner in which they are expected to conduct themselves in a place of worship.
- Our weekly “thank you” services, as well the daily morning services, show that each child can quietly reflect for a whole minute and many raise their hands to share what they have been reflecting on.
- KS2 children show sensitivity and maturity in supporting 4 of their peers in the school during the Ramadan fasting period.
- There is a strong tradition of holding a religious Christmas service, i.e. the Nativity story is interwoven in each Christmas Show, and as a result each child understands the Christian significance of the Nativity Story. The children also are offered the opportunity to participate in the village Carol service and most children attend. Consequently, they know many traditional carols in addition to more contemporary Christian songs.
- Many pupils in KS2 are aware of the rights of the child and specifically Article 14 and every child’s right to follow his or her own religion.

Notes:

Over the next academic year, there is a need to take another look at developing contemporary work plans to ensure that they meet the requirements.

**Pupils have a GOOD 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? Give examples of rich learning experiences in religious education.***

- Scrutiny reports show that children learn about Christian practices and beliefs – Easter, Christmas, the stories of St David and also other beliefs such as Sikhism.
- As a result of a Sikh day, many pupils in KS2 show an understanding of the differences and similarities between themselves and Sikh children (the children had an opportunity to eat Indian food, they created Indian dances, created a Rangoli pattern and painted examples of henna patterns on their hands).

- The children went on a trip to Moelfre to visit Llanallgo Church to learn about the work of Stephen Roose Hughes and his role in supporting the community and families in their grief following the Royal Charter disaster.
- Many children in KS2 show an understanding of places of worship and compare different teachings.

Notes:

Over the next academic year, there is a need to take another look at developing contemporary work plans in order to ensure that they meet the requirements.

**The standard of teaching of religious education in our school is: Adequate**

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

***How effective is the school at developing the pupils' ability to reflect on fundamental questions from a religious or non-religious perspective and on their own beliefs or values? To what extent do religious education lessons and activities help our pupils to become active citizens? To what extent does the school help pupils to develop firm values and establish their spiritual and ethical beliefs?***

- Teachers offer different perspectives in presenting religious education, e.g. different interpretations of the story of creation/Scientists' opinions and encourage and allow mature discussion of these beliefs, protecting each child's right to formulate his or her own opinion.
- A Peace project was in the school for a period of 10 weeks working with year 5/6 pupils – positive feedback was received from the volunteers on the pupils' ability to reflect.
- Collective worship – the school has a strong tradition of daily services in the hall, and each member of staff is responsible for a service in turn. The services include an element of reflection, singing, a religious element and an element of giving thanks for what we have enjoyed each week.
- The concept of a Growth Mindset also gives children an opportunity to reflect on well-known successes and difficulties and mistakes and this influences the way they deal with obstacles.
- Collective worship makes a significant contribution to the children's spiritual, moral, social and cultural development. They benefit from opportunities to develop aspects of PSE, Global Citizenship and the Curriculum for Wales as part of the worship.
- ESTYN notes (October 2018) "Respecting multiculturalism, promoting aspects of diversity, anti-racism and developing fairness and equal opportunities are prominent elements of the school's culture".
- ESTYN also notes, "Pupils' moral, social and cultural skills are developing very successfully".
- The school's worry box is a very effective way of communicating any child's concerns with staff.
- The school makes annual use of local chapels for services such as Thanksgiving, and the local minister presents a short sermon for the children as part of the service. Volunteers from the Church also visit annually to hold a Christingle service with the children.

The school's naturally supportive climate and the tradition of daily morning services for the whole school are a strong feature.

**Does the school meet the statutory requirements for collective worship?**

Yes

x

No

**The contribution of religious education towards pupils' personal development and community cohesion is: Good**

#### **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? How do you know?***

- Use: work plans, monitoring and self-evaluation reports, data evaluations, interviews with the coordinator and designated governor/SACRE visitor, staff meeting minutes, action plan, progress evaluation, case study following school-to-school collaboration.
- To help you: SACRE guidance.
- The school has a very good relationship with the local chapels and churches, and this delivers experiences and opportunities for the children to worship in religious places.
- The coordinator's subject knowledge is good, and this ensures that she has a good understanding in scrutinising books and providing guidance to other staff.

- Arrangements for collective worship are very good and these arrangements have been in operation for years – this is a strong feature and each teacher makes an effective contribution to this.
- In light of the new curriculum, and changes to plans, there is a need to ensure that worthy attention is given to Religious Education. This needs further thought over the next year and consideration as a sub-priority within the SDP in order to further raise standards.

Notes: Consider ways of raising the profile of the subject and further development of plans.

**Leadership and management of religious education is: Adequate**

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

**Headteacher:**

**Llinos Edwards Goosey**

**Signature: Ll. E. Goosey**

**Date: 13.6.19**

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## Religious Education

### Improvement area 1: Standards in religious education

*How well do 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 you identified in their work that shows their progress over time?*

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

#### Notes:

##### FP

Most of the pupils show a good understanding of Christian religious festivals in the FP, i.e. Thanksgiving, Christmas and Easter. They are able to discuss the Bible, The Holy Book, and can tell stories from the Bible. Most of the pupils are able to discuss these festivals in some detail. Most can make a good contribution to discussions on moral questions and fundamental and religious questions, e.g. What makes a good friend? Why is it important to tell the truth? etc. Most of the children respond well with a small number responding very well. They have a good understanding of places of worship such as The Chapel and Church as well as Christian and Hindu religious artefacts.

##### KS2

Most pupils show a good understanding of places of worship, Christian, Jewish and Hindu places of worship, artefacts and religious symbols. They contribute well to big questions such as: Whose world is this?/What makes us human?/Is there Peace?/Do we have to Die?/What is Real? Most are confident in discussing religious, moral and cultural issues and a small number are very confident and respond very well. Around a half of them can discuss religious impacts on believers' way of life and a few can explain the link between a belief and its teachings.

**The standard attained by pupils in religious education in our school is: GOOD**

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

*What do you think 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:

In conversing with children during learning walks and in looking at children's' work in the big books it is obvious that most year 4, 5 and 6 pupils are developing the ability to ask big questions, e.g. 'Who made God?', 'Why is water blue?', 'How did God create the World in seven days?', 'Is God a woman or a man?', 'Why does night and day exist?'. Most of them show this ability in the FP.

The majority of KS2 pupils show tolerance towards less fortunate individuals or groups of people with different opinions and from different backgrounds and religions.

They understand that they have responsibilities towards themselves, other people and the world we live in. A good example of this is that they raise funds towards one charity of their choice on an annual basis, and as a result of RE lessons on what makes us human and 'Harry's Special Planet', which is part of the school plan, they reflect on how behaviour and actions affect individuals, groups and society in general.

The pupils are able to discuss characteristics of the 'Fruits of the Spirit' such as 'love', 'faithfulness', 'peace', 'gentleness', 'joy', 'goodness', 'patience', 'self-control' and 'kindness'.

They have an opportunity to see what is similar and different and around a half of the pupils can effectively compare similar/different characteristics of various religions, e.g. Christian and Hindu attitudes towards creation and what makes us human.

**Pupils have a GOOD 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? 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, Beliefs and Questions (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 new coordinator has a good understanding of the area and the planning conforms in terms of People, Beliefs and questions for Foundation Phase learners and the agreed syllabus. The school uses books from the 'I Wonder Why?' series, i.e. 'Reuben's Story', 'Holi Hai', 'Doing the Little Things', 'Harry's Special Planet', 'It's me, your brother!' and 'The Naming Ceremony'. Circle time sessions are held on a daily basis in the nursery and reception classes and weekly in years 1 and 2.

In the FP, the pupils develop their basic knowledge of what Religion and Christianity are. They develop their knowledge of the main Christian and Jewish festivals. Use is made of the 'I Wonder Why?' series.

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

The extent to which PSE, Religious Education and Global Citizenship are closely interwoven **is good** throughout the school (the school has succeeded in gaining Stage 2 International School accreditation). Worthy attention is given to pupils' personal and social development as well as spiritual and moral development through teaching the three areas.

Good use is made of circle time and Friends First in developing pupils, with the school now hoping to gain Phase 6 of the healthy schools scheme.

Respect for racial diversity and equality is well promoted through the above areas.

There are close links between the local Church and the school and Reverend Gruff Jones visits the school and holds collective worship sessions.

**The standard of teaching of religious education in our school is: GOOD**

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

***How effective is the school at developing the pupils' ability to reflect on fundamental questions from a religious or non-religious perspective and on their own beliefs or values? To what extent do religious education lessons and activities help our pupils to become active citizens? To what extent does the school help pupils to develop firm values and establish their spiritual and ethical beliefs?***

- 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:**

Good collective worship sessions are held 5 times a week. Twice as a whole school, twice as departments and once as individual classes (see the timetable). Extensive use is made of the internet in preparing spiritual services. Collective worship sessions are purely Christian and are inclusive for pupils who hold other beliefs. A variety of ways of providing an initial stimulus for discussion are used for these sessions. Almost all pupils understand the importance of collective worship and treat the hall as the house of God during services. A candle is lit to mark the beginning and end of services and Christian symbols are prominently displayed during services. They reflect the school's Christian ethos.

The school promotes spiritual, moral and cultural development very well, we promote values such as patience, honesty and fairness very well and the pupils have opportunities to reflect on their own lives and other people's lives on a regular basis. Through the School Council and through focusing on the voice of the child, pupils know that rights and responsibilities go hand in hand.

In conversing with pupils during learning walks, it is clear that pupils have opportunities to ask open-ended questions and to investigate things, a good example of this was year 5 and 6 pupils' responses and questions in discussing who

would like to meet God. What does God look like? Is God a woman or a Man?			
<b>Does the school meet the statutory requirements for collective worship?</b>	<b>Yes</b>	√	<b>No</b>
<b>The contribution of religious education towards pupils' personal development and community cohesion is: <b>GOOD</b></b>			

<p><b>Inspection area 5: Leadership and management in religious education</b>  <b>Does the subject leader for religious education have the necessary skills and understanding to lead the subject area effectively? How do you know?</b></p> <ul style="list-style-type: none"> <li>Use schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the coordinator/link governor/SACRE representative, minutes of staff meetings, improvement plans, an evaluation of progress, case study following a school-to-school project.</li> <li>For further guidance, refer to SACRE guidance.</li> </ul> <p><b>Notes:</b>  The coordinator takes a thorough approach to her work. A revised work plan is in place, a collective worship plan (using the Beibl.net) is regularly followed. Collective worship sessions are purely Christian. Bible verses are used as an initial stimulus for discussion in the sessions. The coordinator and the headteacher have started monitoring the collective worship sessions on a termly basis, this has led to greater consistency across the school. The current work plan is based on the 'I Wonder Why?' series by Peniarth as noted in MA1. Religious Education is monitored annually, and a record is kept of pupils' work in order to monitor it in the big books in the FP and CS2. This ensures an improvement in standards and provision as a result of strong accountability.</p> <p>An investment has been made in books and resources.</p> <p>The designated governor visits the school once a year for monitoring purposes (Mrs A.W.). This leads to improving accountability which in turn ensures that standards improve in this area.</p> <p>Staff meeting minutes show that worthy attention is given to Religious Education (once a term) and that definite steps have been taken during the past two years to improve the quality of the teaching (see the book scrutiny and learning walks report).</p> <p>An improvement evaluation is completed annually in order to identify areas for improvement and the school acts upon them. This leads to an obvious improvement in the provision from year to year.</p> <p>The school is not collaborating with any other school in this area of learning at present, but the coordinator has recognised that this needs further attention.</p> <p>No training has been offered during the past two years, but the coordinator has created links with another coordinator in another school.</p> <p>No visit was received from SACRE although the school had put its name forward to the County last year.</p> <p><b>Leadership and management of religious education is: <b>GOOD</b></b></p>
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Improvement matters	Actions to be taken	Who?	By when?
		These details need not be shared with SACRE but school records need to ensure that accountability is clear to staff and governors	
Leadership and management in Religious Education – Further development of the coordinator and designated governor's skills.	<p>Arrange further training for the coordinator.</p> <p>Arrange for the designated governor to come in to observe morning services.</p> <p>Brief training for the designated governor on the new SA arrangements.</p> <p>School-to-school working with a Church School (Ysgol Llandygai).</p>	ME LJ	November 2019

Develop a RE cross curricular aspect in KS2.	Map pieces of extended writing relevant to aspects of RE.	LJ	
Relate RE work to one of the six areas which are part of the Curriculum for Wales.  RE is named with the Humanities – see the first draft of the ‘what matters’ statements.	Relate the work to the area of ‘Health and Wellbeing – healthy, confident individuals who:  › have secure values and are establishing their spiritual and ethical beliefs’.	LJ  ME	

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

The school is succeeding in fully responding to the agreed syllabus and worthy attention is being given to the 5 areas of inspection which ensures that pupils’ spiritual and ethical needs are met in order to create pupils who respect different individuals, groups and approaches.

**Headteacher: Lynne Jones**

**Signature:**

**Date: 24/5/19**

Religious Education

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

*How well do 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 you identified in their work that shows their progress over time?*

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

**Notes:**

In scrutinising books, the work seen is on the appropriate level for the pupils' age and ability in most of the classes. By the time they reach the top of the school, many pupils can deal with fundamental questions and investigate different beliefs and practices. In the Foundation Phase, many pupils are confident in discussing aspects of their work and there is clear development across the Foundation Phase and Key Stage 2. Many pupils across the school can respond to big questions and have succeeded in understanding aspects of other religions and Christianity, e.g. Yr2 in doing work on Diwali and Yr6 in doing work on pilgrimage.

During the next year, consistency will be required across the school and from class to class in ensuring a prominent place for developing cross curricular skills within Religious Education.

The standard attained by pupils in religious education in our school is: **GOOD**

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

*What do you think 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:**

Through lesson observation, most pupils show a natural interest in Religious Education. Most of the pupils behave well in the classrooms, corridors and services. They work well together, listening to others and respecting their contributions and ideas, e.g. Yr2 pupils working together in small groups on Christmas related tasks.

Pupils have a **GOOD** 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? 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, Beliefs and Questions (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:**

Religious Education experiences are provided in order to successfully engage pupils' interest and there are weekly timetabled lessons. Many of the teachers skilfully ask questions to ensure pupils' understanding of their tasks and to encourage reflection and independent thought. Religious Education experiences in the Foundation phase are practical, stimulating and enriching. The activities in many KS2 classes are interesting with a suitable level of challenge. The school has recently redesigned the provision for KS2 to ensure opportunities to discuss big questions. The school is using a new feedback method (pink for satisfactory/ green for improvement) in responding to pupils' work and this means that most of the pupils know what they are doing well and what needs improvement. A few of the activities are ones which follow the Curriculum for Wales recommendations – an aspect which is currently under development at the school. Many classes have experiences outside of the

classroom which involve aspects of Religious Education, e.g. Rangoli patterns with chalk. Many classes provide a few opportunities to develop Religious Education on a cross curricular basis – this is to be further developed. In the Foundation Phase, classroom observations show that effective use is made of aspects of Religious Education within the independent learning areas in each class. Over the next year, a wider range of regular cross curricular experiences will need to be ensured across the school. It will have to be ensured that each class adheres to the weekly timetable of Religious Education lessons.

**The standard of teaching of religious education in our school is: ADEQUATE**

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

**How effective is the school at developing the pupils' ability to reflect on fundamental questions from a religious or non-religious perspective and on their own beliefs or values? To what extent do religious education lessons and activities help our pupils to become active citizens? To what extent does the school help pupils to develop firm values and establish their spiritual and ethical beliefs?**

- 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:**

The School Council, the Eco Committee and the Fair-Trade Committee succeed in operating effectively across the different areas to create active citizens. In many classes, the pupils can make choices within their learning which has an impact on what is learnt. The community element is a strength in the school and the local vicar makes regular visits. Many pupils also benefit from helping outside of the school, e.g. the Church Christmas Service, Remembrance Sunday, various charities. The provision for moral, spiritual, social and cultural development is a strength in the school. Daily services are held, and they have been suitably planned to ensure consistency and a range of opportunities for collective worship. The pupils' moral development is well promoted through the reflection time in services and working with the local church also contributes well to this. The school effectively promotes equality and diversity, particularly in sports activities. The school creates a happy, caring and inclusive atmosphere which places a clear emphasis on developing abilities in terms of emotional and social needs as well as curricular abilities. All members of staff have been trained in identifying signs of radicalisation and are confident in this area.

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

**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? How do you know?**

- Use schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the coordinator/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:**

The subject leader has been recently appointed and is developing her role in leading within this area. The opportunities to benefit from training within Religious Education are few and far between by now. Despite this, the school will ensure representation on any courses and in meetings held. Although parents are informed in the School Handbook that they can remove their child from Religious Education lessons, no parent has done so. Over the next year, the role of the Religious Education Coordinator will need to be developed.

**Leadership and management of religious education is: ADEQUATE**

Improvement matters	Actions to be taken	Who?	By when?
		These details need not be shared with SACRE but school records need to ensure that accountability is clear to staff and governors	
Developing the role of Coordinator	Headteacher/Gwe to provide guidance to the Coordinator on book scrutiny		
Consistency in terms of experiences across the school	Scrutiny of books/weekly objectives and pupils' books to ensure an appropriate range of experiences and challenge		
Ensuring weekly lessons	Monitor weekly objectives and pupils' books.		

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

The school is a close, organised and caring community. All members of staff provide strong guidance which promotes pupils' wellbeing. The firm guidance provided in the Behaviour Policy and the Bullying Policy means that there is consistency across the school. Equal opportunities and a healthy way of life is a core part of the ethos of the school – this is reflected in the wellbeing questionnaires in February 2018. The children have regular opportunities to discuss their concerns and PSE sessions and circle time are regularly provided which focus on honesty, making choices, empathy towards others. The 5G's ('Gwrandd' – Listening, 'Gorau' – Best, 'Gonestrywydd' – Honesty, 'Gofalu' – Caring, and 'Gwenu' – Smiling) are a core part of the ethos of the school. The daily services and close collaboration with the local Church means that spiritual and moral development is a strength in the school.

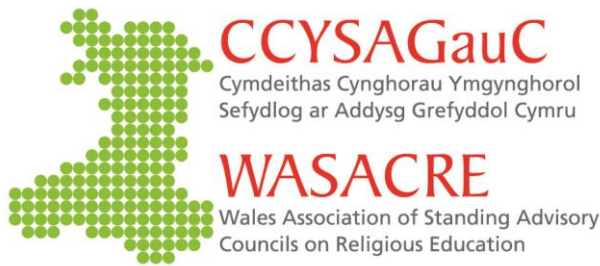
Headteacher MRS BETHAN WYN JONES

Signature *Bethan Wyn Jones*

Date: 05/06/19

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*Cyfarfod CYSAGau Cymru, yn  
Neuadd y Sir Caerdydd  
Dydd Mawrth, 26 Mawrth 2019  
10.30a.m. – 3.00p.m.*

## Yn bresennol

<p><b>Ynys Môn</b> Rheinallt Thomas</p> <p><b>Blaenau Gwent</b> Paula Webber (PW) Kathy Riddick (KD)</p> <p><b>Pen-y-bont ar Ogwr</b> Edward J. Evans (EE) Maggie Turford (MT) Alice Parry (AP)</p> <p><b>Caerffili</b> Paula Webber (PW) Janet Jones (JJ)</p> <p><b>Caerdydd</b> Maggie Turford (MT) Gill James (GJ) Norma Mackai</p> <p><b>Sir Gaerfyrddin</b> Helen Gibbon (HG)</p> <p><b>Ceredigion</b></p> <p><b>Conwy</b></p> <p><b>Sir Ddinbych</b> Ellie Chard (EC)</p>	<p><b>Sir y Fflint</b></p> <p><b>Gwynedd</b></p> <p><b>Merthyr Tudful</b> Maggie Turford (MT) Ernie Goldsworthy (EG)</p> <p><b>Sir Fynwy</b> Paula Webber (PW)</p> <p><b>Castell-nedd Port Talbot</b> Hugh James (HJ) Rachel Samuel (RS) Peter Rees (PR)</p> <p><b>Casnewydd</b> Paula Webber (PW) Huw Stephens (HS)</p> <p><b>Sir Benfro</b></p> <p><b>Powys</b> John Mitson (JM) Sian Fielding (SF)</p> <p><b>Rhondda Cynon Taf</b> Maggie Turford (MT) Mathew Maidment (MM)</p>	<p><b>Abertawe</b> Jennifer Harding -Richard (JHT) Alison Lewis (AL)</p> <p><b>Torfaen</b> Paula Webber (PW)</p> <p><b>Bro Morgannwg</b> Maggie Turford (MT) Ramez Delpak (RD)</p> <p><b>Wrecsam</b> Libby Jones (LJ) Tania ap Sion (TaS)</p> <p><b>Sylwedyddion</b> Rudolf Elliot Lockhart, REC Paul Morgan, MAGC Andrew Pearce, CBAC</p> <p><b>Cyflwynwyr</b> Nicky Hagednyk, EAS</p> <p><b>Cofnodion</b> Gill Vaisey (GV)</p>
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## **Cofnodion y cyfarfod**

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

Cyn y cyfarfod, mwynhaodd yr aelodau sioe sleidiau gan Ysgol Gynradd Moorland, Caerdydd, oedd yn dangos lluniau o agweddau o'u harfer da.

Croesawyd pawb i Neuadd y Sir, Caerdydd ac i'r Awdurdod Lleol gan y Cynghorydd Dianne Rees, Arglwydd Faer Caerdydd. Soniodd am bopeth sydd gan Gaerdydd i'w ddathlu ac am ei rhan hi fel cyn aelod o GYSAG Caerdydd.

Estynnwyd croeso i Gaerdydd hefyd gan Gadeirydd CYSAG Caerdydd, y Cynghorydd Sarah Merry. Siaradodd am ei phrofiad o fod yn aelod o CYSAG fel Cynghorydd Sir a sut nad oedd hi'n sicr i ddechrau beth roedd CYSAG yn ei olygu. Ond mae ei phrofiad wedi dangos iddi bwysigrwydd addysg grefyddol a chred y dylai CYSAGau fod yn ystyrlon yn cefnogi plant o nifer o wahanol grefyddau, a rhai di-grefydd, o fewn y gymuned.

### **2. Adfyfrio tawel**

Rhannodd EE ei feddyliau am y sefyllfa echrydus yn Seland Newydd – ffydd neu ddim ffydd – roedd hyn yn dangos annynoldeb gweithredoedd rhywun tuag at grŵp o bobl eraill.

Cyfeiriodd at y gyfrol *50 Five-Minute Tales* – straeon y mae wedi'u defnyddio i Addoli ar y Cyd mewn ysgolion.

Y Corrach a'r Dylwythen Deg - corrach swil oedd â chlustiau mawr yr oedd y dylwythen deg yn chwerrhin am ei ben. Fodd bynnag, dangosodd y corrach garedigrwydd mawr ati. Diben y stori oedd dangos na ddylai pobl gael eu barnu oherwydd eu hymddangosiad allanol, neu ddim ond am eu bod yn wahanol, e.e. lliw, ymddangosiad, credoau, gwleidyddiaeth ayb, ond cydnabod ei gilydd fel bodau dynol.

Gwahoddodd EE yr aelodau i fyfrio ar greu gwell byd i fyw ynddo.

### **3. Ymddiheuriadau**

Derbyniwyd ymddiheuriadau gan Meirig Roberts (Llywodraeth Cymru), Cyng Lacey (CYSAG Casnewydd), Cyng Lyndon Lloyd (Ceredigion), Vicky Barlow (Sir y Fflint), Michelle Gosney (Estyn) a Tudor Thomas (sydd wedi ymddiswyddo fel cadeirydd MAGC ond sy'n dal i fod yn aelod o GYSAG Sir Fynwy).

### **4. Cyflwyniad PYCAG: Nicky Hagendyk – Maes Dysgu a Phrofiad y Dyniaethau**

Nicky Hagendyk yw Cadeirydd Maes Dysgu a Phrofiad y Dyniaethau.

Siaradodd am y diwygiadau ehangach ochr yn ochr â diwygio'r cwricwlwm. Pwysleisiodd fod profiad yn agwedd bwysig o'r cwricwlwm newydd hwn. Mae'n broses sy'n cael ei chefnogi gan y Pedwar Diben y dylid eu cyrraedd erbyn diwedd addysg ysgol.

Tynnodd sylw at y pynciau newydd ar y cwricwlwm o fewn Maes Dysgu a Phrofiad y Dyniaethau – astudiaethau busnes ac astudiaethau cymdeithasol. Ymarferwyr sydd wrthi'n ysgrifennu'r cwricwlwm newydd ac maent wedi mabwysiadu dull holistig gyda'r 'datganiadau o'r Hyn sy'n Bwysig' wrth graidd y cyfan.

Maent yn ceisio cael cydbwysedd rhwng dull holistig rhyngddisgyblaethol a chadw integriti pob pwnc arbenigol.

Mae'r cwricwlwm newydd yn debygol o fod yn llai cyfarwyddol ac yn cynnig mwy o ymreolaeth i ysgolion. Y tu ôl i'r Pedwar Diben bydd cysyniadau, gwybodaeth a sgiliau.

Caiff ei gyhoeddi ym mis Ebrill 2019 i gael adborth gan athrawon a rhanddeiliaid eraill. Bydd cynnwys 'Beth sy'n Bwysig' yn rhan o'r ymgynghoriad. Eglurodd Nicky bob un o'r pum datganiad o'r hyn sy'n bwysig yn y Dyniaethau.

1. Mae datblygu meddwl chwilfrydig yn galluogi'r dysgwyr i archwilio ac ymchwilio i'r byd, yn y gorffennol, presennol a'r dyfodol, drostynt eu hunain.
2. Mae digwyddiadau a phrofiadau dynol yn gymhleth ac yn cael eu gweld, eu dehongli a'u cynrychioli mewn ffyrdd gwahanol.
3. Mae'r byd naturiol yn amrywiol a deinamig, ac mae prosesau ffisegol a gweithredoedd dynol yn dylanwadu arno.
4. Mae cymdeithasau dynol yn gymhleth ac amrywiol ac mae ymddygiad a chredoau dynol wedi eu siapio.
5. Dinasyddion gwybodus a hunanymwybodol yn ymgysylltu â'r heriau a'r cyfleoedd sy'n wynebu'r ddynoliaeth ac yn gallu cymryd camau moesegol a chynaliadwy.

Ni ddylid ystyried pob datganiad ar ei ben ei hun – gallai uned waith fod yn gysylltiedig â dau neu dri o'r datganiadau.

Gall pob un o'r pynciau yn y dyniaethau gael eu harchwilio drwy unrhyw un o'r datganiadau o'r hyn sy'n bwysig.

Yn ganolog i'r cwricwlwm mae dilyniant o safbwynt gwybodaeth, dealltwriaeth gysyniadol, y gallu i weithio gyda ffynonellau, ayb.

Cafwyd mewnbwn gan arbenigwyr ac ymgynghorwyd yn genedlaethol ac yn rhyngwladol.

Bydd y cwricwlwm yn cael ei gyhoeddi ar 30 Ebrill ar gyfer ymgynghoriad ac adborth. Amserlen yr ymgynghoriad fydd o Ebrill 30 tan ddechrau Medi.

Mewn ymateb i'r cwestiynau a godwyd, dywedodd Nicky fod athrawon o bob rhan o Gymru wedi cymryd rhan mewn ysgrifennu'r cwricwlwm ehangach ac y byddant hefyd yn cymryd rhan mewn ysgrifennu'r Fframwaith AG.

Ystyriwyd cwricwlwm Lloegr hefyd yn ogystal â meysydd llafur o wledydd eraill.

Holodd yr aelodau am y gost o gyflwyno'r newidiadau hyn mewn ysgolion. Awgrymodd un aelod fod yn rhaid i Lywodraeth Cymru roi cyllid yn ei le er mwyn cefnogi gweithredu'r cwricwlwm newydd yn llawn.

Bydd y cwricwlwm terfynol yn cael ei gyhoeddi ym mis Ionawr 2020 ac felly bydd hyfforddiant yn dilyn wedi i'r cwricwlwm gael ei gytuno arno a'i ffurfio'n derfynol.

Mae angen ystyried sut bydd CCYSAGauC yn rheoli ei adborth ar yr ymgynghoriad. A ddylai'r Pwyllgor Gwaith ymateb ar ran CCYSAGauC neu a ddylid sefydlu gweithgor o aelodau CCYAGauC?

**Gweithredu:** Y Pwyllgor Gwaith i lunio ymateb i'r drafft ar ran CCYSAGauC

## 5. Arolwg Tynnu yn ôl o Addysg Grefyddol

Cyfeiriodd PW at ganlyniadau'r holiadur am dynnu disgyblion yn ôl o AG ac edrychodd ar y canfyddiadau.

Gallai'r wybodaeth hon fod yn sail i drafodaethau ac i ymateb CCYSAGauC i gwestiwn Papur Gwyn LIC ynghylch a ddylid cael gwared ar yr hawl i dynnu'n ôl.

Adroddodd GV ei bod hi'n pryderu am rai o ganfyddiadau'r arolwg.

I ddechrau, mae'n awgrymu fod rhai ysgolion yn dal ddim yn gwneud y gwahaniaeth rhwng Addoli ar y Cyd ac AG. Roedd yr arolwg wedi cyfeirio'n benodol at AG ar y cwricwlwm yn unig ac eto roedd rhai ymatebion yn cyfeirio at Addoli ar y Cyd.

Yn ogystal, roedd tystiolaeth o ddiffyg dealltwriaeth am wir natur Addysg Grefyddol ar y cwricwlwm - mewn rhai achosion roedd yr ymatebion yn cyfeirio at dynnu disgyblion yn ôl o weddio a chanu emynau a hefyd ymweld ag eglwys i gymryd rhan mewn dathliadau - ond ni ddylai'r un o'r rhain fod yn digwydd mewn AG seiliedig ar y cwricwlwm.

Roedd GV yn pryderu hefyd am nifer y rhieni (12) oedd yn tynnu eu plant yn ôl yn rhannol rhag dysgu am Islam. Mae hyn yn awgrymu rhagfarn yn erbyn y grefydd arbennig honno. Awgrymodd HS ei bod yn hanfodol, pan mae'r cwricwlwm newydd yn cael ei lunio, ei fod yn hybu AG wrthrychol, feirniadol a lluseddol er mwyn sicrhau nad yw rhieni'n teimlo'r angen i dynnu eu plant yn ôl.

Rhannodd RL ei syniadau am y posibilrwydd o her gyfreithiol – os yw rhywun o ffydd arbennig wedi bod â rhan mewn datblygu'r cwricwlwm, yna gellid ystyried na allai'r cwricwlwm hwnnw fod yn wrthrychol. Yn yr un modd, os oes gan athro gefndir ffydd, gellid awgrymu nad ydynt yn gallu bod yn wrthrychol yn eu haddysgu.

**Gweithredu:** awgrymu i'r CYSAGau eu bod yn edrych ar eu canfyddiadau lleol o'r arolwg ac yn cymryd unrhyw gamau priodol.

(Dywedodd GV fod rhai CYSAGau wedi coladu eu canlyniadau eu hunain tra bod eraill wedi anfon ymatebion gan ysgolion unigol ac felly roedd hi wedi coladu'r rhain a bydd y manylion yn cael eu hanfon i'r CYSAGau hynny).

## 6. Ystyried ac ymateb i bapur gwyn y Llywodraeth

Aeth EE trwy'r papur a'r cynigion.

Cyflwynwyd ymateb Pwyllgor Gwaith CCYSAGauC ac fe'i rhannwyd â'r aelodau. Nodwyd nad oeddent wedi dod i gasgliad am gael gwared ar yr hawl i dynnu'n ôl o AG.

Cyflwynwyd ymateb PYCAG ac fe'i rhannwyd â'r aelodau. Nododd LJ fod ymateb PYCAG yn wahanol mewn rhai agweddau i ymateb CCYSAGauC. Byddai PYCAG yn dymuno cael gwared ar yr hawl i dynnu'n ôl ond mae'n ategu'r angen felly am roi hyfforddiant yn ei le i sicrhau fod pob athro ac ysgol yn gwneud yn siŵr fod eu haddysgu a'u darpariaeth yn wrthrychol.

Mae PYCAG yn awgrymu hefyd y dylid cadw AG yn y chweched dosbarth ac y dylai colegau orfod darparu AG hefyd.

Cred HS fod disgyblion 16 – 19 oed angen cael addysg grefyddol yng ngoleuni materion ac agweddau'r byd sydd ohoni.

Awgrymodd KR, os yw athrawon yn dysgu AG cwbl addysgol a gwrthrychol, yna nad oes angen yr hawl i dynnu'n ôl, fodd bynnag, os yw AG yn enwadol ac yn seiliedig ar ffydd, yna mae'r angen i dynnu'n ôl yno.

Awgrymodd PW fod angen i ni sicrhau fod y ddarpariaeth fel y dylai fod ac yna nid oes reswm dros gael hawl i dynnu'n ôl.

Nododd GV fod angen gwahaniaethu rhwng AG y Maes Llafur Cytûn ac AG seiliedig ar ffydd ac roedd hi'n ategu'r pwynt a wnaed gan KR.

Awgrymwyd y dylem gymryd y safbwynt ein bod yn cymryd ac yn disgwyl fod AG yn cael ei dysgu'n briodol ac yn atgyfnerthu'r disgwyliad hwn.

Roedd ymateb RT yn nes at farn PYCAG nag un CCYSAGauC. Cred ef fod yn rhaid i ni sicrhau fod AG yn addas i bawb ac mae angen i ni gael hyder yn ein hathrawon y byddant yn dysgu'r pwnc mewn modd proffesiynol. Roedd ef hefyd yn credu bod angen i fyfyrwyr chweched dosbarth gael AG.

Ailadroddodd HS yr angen i herio Awdurdodau Lleol ar ddiffyg gwasanaethau cynghori proffesiynol i gefnogi AG.

Dywedodd RL mae'r hyn oedd yn ei boeni ef oedd y Confensiwn Ewropeaidd ar Hawliau Dynol. Nid yw'n meddwl fod achos wedi bod lle cafwyd nad yw'r AG yn wrthrychol a lluoseddol ac felly os ceir gwared â'r hawl i dynnu'n ôl, gallai hyn arwain at gyfres o achosion yn mynd i'r llys.

Fel 'pôl gwelltyn' (nid pleidlais swyddogol ar ran CYSAGau), roedd pawb yn yr ystafell yn unfrydol o blaid cael gwared ar yr hawl i dynnu'n ôl o AG.

Cafwyd cefnogaeth unfrydol hefyd dros wneud AG yn statudol i blant meithrin o 3 oed.

Ymateb cymysg a gafwyd i dynnu AG o'r chweched dosbarth.

Diolchodd CCYSAGauC i aelodau Pwyllgor Gwaith CCYSAGauC ac i aelodau PYCAG am gyflwyno'u hymatebion.

**Gweithredu:** PW i anfon ymateb ychwanegol i Lywodraeth Cymru yn cadarnhau'r ymateb a wnaed gan y Pwyllgor Gwaith ac yn ychwanegu sylwadau pellach ar farn y rheiny oedd yn bresennol yn y cyfarfod.

## **7. Diweddariad ar Fframwaith Cefnogi AG**

Adroddodd LJ fod LIC wedi rhoi cyllid llawn i grŵp i gynnal cyfarfodydd rheolaidd er mwyn datblygu Fframwaith Cefnogi i eistedd ochr yn ochr â'r cwricwlwm newydd. Mae'r grŵp yn cynnwys athrawon AG, athrawon o Ysgolion Arloesi, aelodau PYCAG, CCYSAGauC, REC, CBAC, ac Estyn. Maent yn cynrychioli pob ardal yng Nghymru a phob ystod oed ynghyd â chyfrwng Cymraeg a Saesneg.

Gan nad ydym yn gwybod eto a fydd yr hawl i dynnu'n ôl o AG yn cael ei dynnu, mae angen i'r Fframwaith gael ei ysgrifennu fel bod AG yn cael ei nodi'n amlwg.

Gobeithir y bydd drafft yn cael ei gyhoeddi erbyn mis Ionawr 2020. Mae angen iddo fod yn barod erbyn Gorffennaf er mwyn iddo gael ei gyfieithu a mynd i ymgynghoriad cychwynnol.

Adroddodd PW ar y meddylfryd y tu ôl i gynhyrchu'r Fframwaith AG a sut y gallai edrych fel ychwanegiad i'r datganiadau Beth sy'n Bwysig ar y cwricwlwm. Yna mae'n bosibl y gallai'r Fframwaith hwn gael ei fabwysiadu gan bob Awdurdod Lleol fel eu Maes Llafur Cytûn.

Awgrymodd RT y dylai'r Fframwaith AG gael ei ysgrifennu mewn modd sy'n hygyrch i'r rhai heb fod yn addysgwyr ac y dylai gael ei dderbyn a'i fabwysiadu gan Gynadleddau Maes Llafur Cytûn.

## **8. Cymorth AG Proffesiynol i GYSAGau**

Adroddodd EE fod ymateb wedi'i dderbyn bellach gan Kirsty Williams i'r llythyr a anfonodd CCYSAGauC ati ynglŷn â Chymorth AG Proffesiynol ac adolygu Cylchlythyr 10/94.

Adroddodd LJ am y sefyllfa argyfyngus o ran diffyg cefnogaeth AG arbenigol i GYSAGau gan fod pum arbenigwr wedi'u tynnu o'u swyddi mewn cyfnod byr o amser. Nodwyd mai dim ond LJ a PW sydd ar ôl fel cynghorwyr arbenigol mewn AG.

Atgoffodd LJ yr aelodau fod PYCAG a CCYSAGauC wedi ysgrifennu at y Cyfarwyddwyr Addysg i ofyn am wybodaeth ar bwy sy'n darparu eu cymorth proffesiynol i GYSAGau.

Roedd yr atebion yn amrywiol fel yn ôl cofnodion y cyfarfod diwethaf. Roedd LJ a PW wedi cyfarfod â'r 22 Cyfarwyddwr Addysg ac wedi'u hatgoffa am eu dyletswyddau cyfreithiol o safbwynt AG a ChYSAGau ac wedi tynnu eu sylw at y cymorth arbenigol amrywiol ar draws Cymru. Gwnaed y pwynt fod anghysondeb cymorth arbenigol yn annheg gan ei fod yn effeithio ar y disgyblion sydd ar ddiwedd y broses. Tynnwyd sylw at yr angen am gymorth dysgu proffesiynol ac mae hyn yn golygu fod angen cymorth AG arbenigol i ALLau a ChYSAGau.

Fe gyflwynon nhw hefyd swyddogaethau a chyfrifoldebau / enghraifft o swydd ddisgrifiad cynghorydd CYSAG er mwyn sicrhau fod y Cyfarwyddwyr yn sylweddoli hyd a lled y rôl gan dynnu sylw at y ffaith na all athro llawn amser, er enghraifft, fyth ysgwyddo'r gwaith ychwanegol hwn.

Gofynnwyd i'r Cyfarwyddwyr holi a chanfod pwy sy'n rhoi cefnogaeth – ai'r Awdurdod Lleol neu'r Consortiwm. Mae angen iddynt ystyried cael cynghorwyr AG arbenigol i gefnogi eu CYSAGau. Roedd y 22 Gyfarwyddwr yn barod iawn i gymryd rhan yn y sgwrs gyda LJ a PW a / neu fynd â'r neges yn ôl i'w consortia.

Nododd RT fod yna arbenigwyr AG ar gael ond nad ydynt yn cael eu defnyddio gan eu Hawdurdodau Lleol i gefnogi AG a ChYSAGau e.e. Bethan James a Phil Lord yn GwE a Cary Thomas yn CSC ynghyd â Gill Vaisey sydd yn ymgynghorydd arbenigol.

**Gweithredu:** LJ a PW i barhau i siarad â'r Cyfarwyddwyr ac adrodd yn ôl i CCYSAGauC.

## **9. Dysgu Proffesiynol i AG**

Bu PW a LJ mewn cyfarfod gyda Kevin Palmer i drafod y cymorth dysgu proffesiynol sydd ei angen yng ngoleuni AG a'r cwricwlwm newydd. Maent wedi cael eu gwahodd i gynhyrchu dogfen fydd yn amlinellu'r meysydd hyfforddiant fydd eu hangen i gefnogi gweithredu'r cwricwlwm newydd. Bydd PYCAG yn ystyried hwn ac yn cyflwyno papur i KP.

## **10. Diweddariadau:**

1. Adroddodd LJ fod presenoldeb da yn PYCAG y diwrnod cynt gyda thri ar ddeg o aelodau. Amlinellodd yr eitemau ar yr agenda.

2. REC – Adroddodd RL fod y Cyngor wedi ymateb i'r Papur Gwyn. Dywedodd fod diddordeb parhaus gan y Llywodraeth a San Steffan yn Adroddiad y Comisiwn ar Addysg Grefyddol ond nad oes dim yn digwydd ar hyn o bryd.

Bydd etholiadau i aelodau'r bwrdd ymuno â'r REC yn digwydd ar 16 Mai. Mae dwy sedd ar gael. Mae enwebiadau'n gymwys gan gynrychiolwyr awdurdodedig ac mae angen eu derbyn fis ymlaen llaw. Bydd yr ymgeiswyr llwyddiannus yn gwasanaethu am dymor o dair blynedd o 1 Medi, 2019.

Tania, Paula a Gill yw cynrychiolwyr enwebedig CCYSAGauC ar y REC.

### **3. Cynhadledd EFTRE Dulyn**

Adroddodd GV y bydd Cynhadledd y Fforwm Ewropeaidd i Athrawon AG yn cael ei chynnal yn Nulyn ar 28 – 31 Awst, 2019 ac mae croeso i unrhyw un fynychu. Bydd GV yn mynd yno ar ran CCYSAGauC fel eu cynrychiolydd. Mae cynhadledd estyniad yn Belfast o 31 Awst – 2 Medi. Anfonwyd manylion at bob Clerc CYSAG.

### **4. MAGC**

Mae Paul Morgan bellach yn mynychu CCYSAGauC yn lle Tudor Thomas. Mae dyfodol MAGC yn ansicr o ganlyniad i ddiffyg aelodau a hefyd cyllid. Cynhelir trafodaeth ym mis Ebrill a fydd yn edrych ar tybed a oes cyfle i ailadeiladu a chreu mudiad i'r rheiny sydd â diddordeb mewn AG ond nad ydynt yn gymwys i fynychu cyfarfodydd megis CCYSAGauC.

## 5. AREIAC 1 a 2 Gorffennaf

Adroddodd GV fod y Gymdeithas Cynghorwyr, Arolygwyr, ac Ymgynghorwyr AG yn cynnal ei chynhadledd haf yn y Village Hotel, Hyde, ger Manceinion ar 1 a 2 Gorffennaf. Teitl a thema'r gynhadledd yw *RE Leadership in a New World*. Gwahoddir pawb sydd â diddordeb mewn AG a dylent gysylltu â Gill Vaisey sydd yn trefnu'r gynhadledd.

**Gweithredu:** Anfonir y manylion i Glercod CYSAG.

## 11. Gwefan CCYSAGauC

Soniodd EE am y problemau sydd gan y wefan ar hyn o bryd a siaradodd am y posibilrwydd o gael gwefan newydd wedi'i chreu.

Gofynnodd EE i'r aelodau feddwl am yr hyn sydd ei angen ar wefan CCYSAGauC.

Adroddodd fod y Pwyllgor Gwaith wedi derbyn sawl pris am "becyn" ar gyfer adeiladu a chynnal gwefan newydd. Roedd y Pwyllgor Gwaith wedi cytuno i argymhell i'r cyfarfod llawn eu bod yn derbyn pris o £1100 am "adeiladu a chontract tair blynedd". Amlinellodd yr hyn oedd yn gynwysedig yn y cynnig hwn.

Yn ei rôl fel swyddog y wefan ar ran y Pwyllgor Gwaith, mae KR wedi ymchwilio i'r gwahanol bosibiliadau ac mae'r uchod yn fanteisiol o ran costau.

**Gweithredu:** Cytunodd yr aelodau i gefnogi creu gwefan newydd.

## 12. Adroddiad Cyfarfod y Pwyllgor Gwaith a gynhaliwyd 6 Chwefror 2019

Rhoddodd EE adroddiad llafar o gyfarfod y Pwyllgor Gwaith, roedd y rhan fwyaf o'r pwyntiau eisoes wedi cael eu trafod yn y cyfarfod hwn.

## 13. Y CYSAG effeithiol

Cyfeiriodd PW at gyflwyniad o'r gorffennol oedd wedi'i seilio ar wneud CYSAG effeithiol ac awgrymodd y dylem ddychwelyd at hwn eto. Mae CYSAG Caerffili yn bwriadu cyfethol dau aelod ieuenctid er mwyn clywed llais y disgyblion. Dyma un enghraifft o arfer da y gellid ei rannu.

**Gweithredu:** Rhoi hwn ar agenda cyfarfod yn y dyfodol - hydref 2019.

## 14. Cofnodion y cyfarfod a gynhaliwyd yn Llanilltud Fawr ar 20 Tachwedd 2018

Derbyniwyd y cofnodion fel cofnod cywir o'r cyfarfod yn amodol ar y canlynol:  
Ychwanegu Huw Stevens at y rhai oedd yn bresennol. Cywiro sillafu - Helen Bebb  
Tudalen 16 cywiro sillafu - Alwen Roberts, Ceredigion.



## 15. Materion yn codi

Dim

## 16. Gohebiaeth

Etholiadau REC

Taflen cynhadledd EFTRE

Rhwydwaith Rhyng-ffydd yn sôn am ymosodiad Seland Newydd

CYSAG Bro Morgannwg yn gofyn a allai dau athro rannu sedd ar y pwyllgor gwaith a mynychu cyfarfodydd yn eu tro. Yn dilyn trafodaeth, nodwyd nad oes dim yng Nghyfansoddiad CCYSAGauC a fyddai'n atal trefniant o'r fath ac felly cytunwyd i dderbyn y cynnig hwn.

## 17. Dangos a dweud

Nis trafodwyd.

## 18. Unrhyw fater arall

Dywedodd EE wrth yr aelodau am achos a ddigwyddodd cyn dechrau'r cyfarfod. Roedd aelod o'r cyhoedd (a oedd wedi bod ar bwylgor CYSAG o'r blaen ond ddim mwyach yn aelod o'r pwyllgor hwnnw) wedi cyrraedd Neuadd y Sir yn disgwyl dod i gyfarfod CCYSAGauC. Dywedodd fod dau o'i chydweithwyr yn y Cyngor Sir oedd yn eistedd ar GYSAG Sir Fynwy wedi gofyn iddi eu cynrychioli nhw gan na allent fod yn bresennol. Dywedwyd wrthi nad yw cyfarfodydd CCYSAGauC yn agored i'r cyhoedd ac felly nid oedd hawl ganddi i fod yn bresennol. Dywedodd yr unigolyn dan sylw y byddai'n gwneud cwyn yn erbyn EE a PW, y ddau oedd wedi esbonio nad oedd ganddi hawl i fynychu cyfarfod CCYSAGauC.

Dywedodd EE wrth yr aelodau ei bod yn amhriodol i aelodau CYSAG weithredu fel unigolion ac yn yr achos hwn, roedd gofyn i rywun nad yw'n aelod o'u CYSAG gymryd eu lle, yn anghywir. Atgoffodd EE yr aelodau, pan maent yn mynychu CCYSAGauC, eu bod yn gwneud hynny fel cynrychiolwyr eu CYSAG nhw ac nid fel unigolion.

Mynegodd yr aelodau a oedd yn bresennol eu cefnogaeth lawn i'r cyngor a roddwyd i'r unigolyn dan sylw gan EE a PW. Roedden nhw hefyd yn cytuno'n llwyr fod aelodau sy'n mynychu cyfarfodydd CCYSAGauC yn cynrychioli eu CYSAG ac nid nhw'u hunain.

## 19. Dyddiad y cyfarfod nesaf: Haf 2019 – Conwy 28 Mehefin 2019

Diolchodd EE i bawb oedd wedi cymryd rhan yn y cyfarfod gyda diolch arbennig i:

Arglwydd Faer Caerdydd; Cyng Sarah Merry, Cadeirydd CYSAG Caerdydd; Louise Broom, Clerc, CYSAG Caerdydd; Maggie Turford, Cymorth Proffesiynol i GYSAG Caerdydd; Nicky Hagendyk, Cyflwynydd, Arweinydd Rhanbarthol EAS dros Faes Dysgu a Phrofiad y Dyniaethau; Alaw Hughes, Cyfieithydd; aelodau CYSAG Caerdydd a'r Cyngorwyr Sir.

**Attendance**

<p><b>Ynys Môn / Anglesey</b> Rheinallt Thomas</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) Alice Parry (AP)</p> <p><b>Caerffili/ Caerphilly</b> Paula Webber (PW) Janet Jones (JJ)</p> <p><b>Caerdydd / Cardiff</b> Maggie Turford (MT) Gill James (GJ) Norma Mackai</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> Ellie Chard (EC)</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)</p> <p><b>Sir Fynwy / Monmouthshire</b> <b>Sir</b> Paula Webber (PW)</p> <p><b>Castell-nedd Port Talbot /Neath and Port Talbot</b> Hugh James (HJ) Rachel Samuel (RS) Peter Rees (PR)</p> <p><b>Casnewydd / Newport</b> Paula Webber (PW) Huw Stephens (HS)</p> <p><b>Sir Benfro / Pembrokeshire</b></p> <p><b>Powys</b> John Mitson (JM) Sian Fielding (SF)</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> Maggie Turford (MT) Ramez Delpak (RD)</p> <p><b>Wrecsam / Wrexham</b> Libby Jones (LJ) Tania ap Sion (TaS)</p> <p><b>Sylwedyddion / Observers</b> Rudolf Elliot Lockhart, REC Paul Morgan, MAGC Andrew Pearce, WJEC</p> <p><b>Cyflwynwyr/Presenters</b> Nicky Hagendyk, EAS</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 a PowerPoint slide show from Moorland Primary School, Cardiff showing photographs of aspects of their good practice.

Cllr Dianne Rees, Lord Mayor of Cardiff welcomed everyone to County Hall, Cardiff and to the Local Authority. She referred to all that Cardiff has to celebrate and to her involvement as a former Cardiff SACRE member.

Chair of Cardiff SACRE, Cllr Sarah Merry, also welcomed members to Cardiff. She talked about her experience of being a member of SACRE as a County Councillor and the initial uncertainty of knowing what SACRE is about. However, in her experience, she has realised the importance of religious education and that SACREs should be meaningful in supporting children from many different religions and none within the community.

### **2. Quiet reflection**

EE shared thoughts about being of faith or no faith and being appalled at the situation in New Zealand – the inhumanity of someone's actions towards a group of other people.

He referred to 50 Five-Minute Tales – stories he has used in Collective Worship in schools.

The Goblin and the Fairy – a shy goblin who had big ears and whom the fairy laughed at. However, the goblin showed her great kindness. The purpose of the story was to show that people should not be judged by outward appearance, or simply because they are different, e.g. colour, looks, beliefs, politics, etc., but to recognise each other as human beings.

EE invited members to reflect on creating a better world in which to live.

### **3. Apologies**

Apologies were received from Meurig Roberts (Welsh Government), Cllr Lacey (Newport SACRE), Cllr Lyndon Lloyd (Ceredigion), Vicky Barlow (Flintshire), Michelle Gosney (Estyn) and Tudor Thomas (who has resigned as chair of REMW but is still a member of MCC SACRE).

### **4. NAPfRE presentation: Nicky Hagendyk – The Humanities Area of Learning and Experience**

Nicky Hagendyk is Chair of the Humanities Area of Learning and Experience.

She talked about the wider reforms alongside the curriculum reform. She emphasised experience as being an important aspect of this new curriculum, it being a process backed up by the Four Purposes that should be fulfilled by the end of schooling.

She highlighted the new curriculum subjects within the new humanities AoLE – business studies and social studies. Practitioners are at the heart of writing the new curriculum and they have adopted a holistic approach with 'What Matters' statements at its core.

They are trying to achieve a balance between an interdisciplinary holistic approach whilst retaining the integrity of each specialist subject.

The new curriculum is likely to be less prescription and offer more autonomy for schools. Concepts, knowledge and skills will be behind the Four Purposes.

It will be published in April 2019 for feedback from teachers and other stakeholders. The content of the 'What Matters' will be part of the consultation. Nicky talked through each of the five statements of What Matters in Humanities.

1. Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.
2. Events and human experiences are complex and are perceived, interpreted and represented in different ways.
3. Our natural world is diverse and dynamic, influenced by physical processes and human actions.
4. Human societies are complex and diverse and areas shaped by human action and beliefs.
5. Informed self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered ethical and sustainable actions.

Each statement is not to be seen in isolation – a unit of work might be linked with two or three of the statements.

All of the subjects within humanities can be explored through any of the What Matters statements.

Central to the curriculum is progression in terms of knowledge, conceptual understanding, ability to work with sources, etc.

There has been expert input and consultation nationally and internationally.

The curriculum is to be published on 30<sup>th</sup> April for consultation and feedback. The time frame for the consultation will be from April 30<sup>th</sup> until the beginning of September.

In response to questions raised, Nicky advised that teachers from all across Wales have been involved in the writing of the wider curriculum and will also be in the writing of the RE Framework.

The curriculum in England has also been considered alongside curricular from a variety of other countries.

Members queried how the cost is being met for introducing these changes in schools. A member suggested that WG must put the finances in place to fully back the implementation of the new curriculum.

The final will be published in January 2020 and therefore training would follow once the curriculum has been agreed and finalised.

Need to consider how WASACRE will manage its feedback on the consultation. Should the Executive respond on behalf of WASACRE or should a WASACRE members' working group be established?

**Action:** The Executive to compose a response to the draft on behalf of WASACRE

## 5. Withdrawal from RE Survey

PW referred to the results of the withdrawal from RE questionnaire and looked at the findings.

This information might inform discussions and the WASACRE response to the WG White Paper question of whether the right of withdrawal should be removed.

GV reported that she had been concerned about a few of the findings of the survey.

Firstly, that it suggests that some schools still do not make the distinction between Collective Worship and RE. The survey had specifically referred to curriculum RE only and yet some responses referred to Collective Worship.

In addition, there was evidence of a lack of understanding of the correct nature of curriculum Religious Education as in some cases responses referred to the withdrawal of pupils from prayers and singing hymns and also visiting a church to take part in celebrations – none of which should be occurring in curriculum-based RE.

GV also stated her concern about the number of parents (12) partially withdrawing their pupils from learning about Islam. This seems to suggest a prejudice against that particular religion.

HS suggested that it is essential that when the new curriculum is drawn up it promotes objective, critical and pluralistic RE to ensure that parents do not feel the need to withdraw their children.

RL shared his insights regarding a possible legal challenge – if someone who is from a faith has been involved in the curriculum development then it would be deemed that that curriculum cannot be objective. Likewise, if a teacher has a faith background, it could be suggested that they are not able to be objective in their teaching.

**Action:** suggest to SACREs that they look at their local findings from the withdrawal survey and take any appropriate action.

(GV advised that some SACREs had collated their own results whereas others had sent in individual school responses in which case collation had been done by herself and details will be sent to those SACREs).

## 6. To consider and respond to the Welsh Government white paper

EE talked through the paper and its proposals.

The WASACRE Executive response was tabled and shared with members. It was noted that they had not come to a conclusion about the removal of the right of withdrawal from RE.

The NAPRE response was tabled and shared with members. LJ noted that the NAPfRE response differs in some areas to the WASACRE response in that NAPfRE would want the right of withdrawal to be removed but reiterates the need therefore for training to be put in place to ensure all teachers and schools ensure objectivity in their teaching and provision.

NAPfRE also suggests that sixth form RE should be retained and colleges should also be subject to providing RE.

HS also suggests that 16 – 19 year olds need to have religious education in light of current world issues and attitudes.

KR suggested that if teachers are teaching purely educationally objective RE then there is no need for the right of withdrawal however, where there is faith based denominational RE then there is a need for the right of withdrawal.

PW suggested that we need to ensure that the provision is as it should be and then there is no reason for a right of withdrawal.

GV noted that we need to make a distinction from Agreed Syllabus RE and faith denominational RE and supports the point made by KR.

It was suggested that we need to take the stance that we assume and expect that RE will be taught appropriately and reinforce this expectation.

RT has made his own response which is closer to the NAPfRE view than the WASACRE view and believes that we must ensure that RE is appropriate for all and we need confidence in our teachers to teach the subject in a professional way. He also agrees with the need for sixth form students to receive RE.

HS reiterated the need to challenge LAs on the lack of professional advisory services to support RE.

RL highlighted that the point that concerns him is the European Convention of Human Rights and he thinks there has never been a case where it is found that the RE is objective and pluralistic and therefore if the right of withdrawal is withdrawn this could lead to a succession of cases taken to court.

As a 'straw poll' (not an official vote on behalf of SACREs), there was a unanimous show of hands from people in the room in favour of the right of withdrawal being removed.

There was also unanimous support for making RE statutory for nursery children from the age of 3.

The removal of Sixth form RE received a mixed response.

WASACRE extended its thanks to both the WASACRE executive members and NAPfRE members for submitting their responses.

Action: PW to send an additional response to Welsh Government endorsing the response made by the Executive and adding further comments on the views of those present at the meeting.

## **7. Update on the RE Supporting Framework**

LJ reported that WG has fully funded a group to hold regular meetings to develop a Supporting Framework to sit alongside the new curriculum. The group is made up of RE teachers, teachers from Pioneer Schools, NAPfRE members, WASACRE, REC, WJEC, and Estyn representing all areas of Wales and all age ranges and Welsh and English medium.

As it is not yet known whether the right of withdrawal will be removed, the Framework needs to be written so that RE is clearly identifiable.

It is hoped that a draft will be published by January 2020. It needs to be ready by July in order to go through translation and initial consultation.

PW reported on the thinking behind the production of the RE Framework and what it might look like as an addition to the curriculum What Matters statements. This Framework might then be adopted by each LA as their Agreed Syllabus.

RT suggested that the RE Framework must be written in a way that it is accessible to non-educationalists and will be accepted and adopted by Agreed Syllabus Conferences.

## **8. Professional RE support for SACREs**

EE reported that a response had now been received from Kirsty Williams in respect of the letter WASACRE had sent to her regarding Professional Support for RE and the revision of Circular 10/94. In her response KW outlined the arrangements that had been put in place for meetings between WASACRE officers and WG personnel and that, together with her officials, she was considering matters relating to 10/94.

LJ reported on the crisis situation in relation to the lack of specialist support for RE to SACREs since five specialists within a short time period had been removed from their posts. It was noted that only LJ and PW remain as RE specialist advisers.

LJ reminded members that NAPfRE and WASACRE had written to Directors of Education to request information in relation to who provides their professional support to SACREs.

Responses varied as per the minutes of the last meeting. LJ and PW met with all 22 Directors of Education and reminded them about their legal duties in relation to RE and SACREs and alerted them to the varied specialist support across Wales. They highlighted that the inconsistency of specialist support is not fair as it has an impact on the pupils who are at the end of the process. They highlighted the need for professional learning support and therefore there needs to be specialist RE support to LAs and SACREs.

They also presented the roles and responsibilities / example job description of a SACRE adviser to ensure the Directors realise the extent of the role and that for instance, a teacher with a full time position cannot possibly take on this additional work.

The Directors were asked to investigate and establish who is providing support - whether it is the LA or the Consortium. They need to consider having specialist RE advisers to support their SACREs. All 22 directors were willing to engage in the conversation with LJ and PW and / or take this back to their consortia.

RT highlighted that there are RE specialists available but they are not being deployed by LAs to support RE and SACREs e.g. Bethan James and Phil Lord in GWE and Cary Thomas in CSC plus Gill Vaisey as an independent consultant.

**Action:** LJ and PW to continue to dialogue with Directors and feedback to WASACRE.

## **9. Professional Learning for RE**

PW and LJ attended a meeting with Kevin Palmer to discuss the professional learning support needed in light of RE and the new curriculum. They have been invited to produce a document outlining the areas of training required to support the implementation of the new curriculum. NAPfRE will be considering this and presenting a paper to KP.

## **10. Up-dates:**

1. LJ reported that NAPfRE was well attended yesterday with thirteen members. She outlined the items of their agenda.

2. REC – RL reported that the REC had responded to the White Paper. He advised that there is continued interest from Government and Westminster in the Commission on RE Report but no action is being taken at present.

Elections for board members to join the REC will take place on May 16<sup>th</sup>. There are two seats available. Nominations are eligible from authorised representatives and need to be received a month in advance. Successful candidates will serve a three-year term from 1<sup>st</sup> September, 2019

Tania, Paula and Gill are WASACRE nominated representatives on the REC.

### **3. EFTRE conference Dublin**

GV reported that the European Forum for Teachers of RE Conference will take place in Dublin on 28<sup>th</sup> - 31<sup>st</sup> August, 2019 and anyone is welcome to attend. GV will be attending on behalf of WASACRE as their representative. There is an extension conference in Belfast from 31<sup>st</sup> – 2<sup>nd</sup> September. Details have been sent to all SACRE Clerks.

### **4. REMW**

Paul Morgan is now attending WASACRE replacing Tudor Thomas. The future of REMW is unclear due to being short of membership and also funding. Discussion will be held in April which will focus on whether there may be an opportunity to rebuild and create an organisation for those interested in RE but who are not eligible to attend meetings such as WASACRE.



## 5. AREIAC 1<sup>st</sup> and 2<sup>nd</sup> July

GV reported that the Association of RE Advisers, Inspectors, and Consultants is holding its summer conference at the Village Hotel, Hyde, near Manchester on 1<sup>st</sup> and 2<sup>nd</sup> July. The title and theme is RE Leadership In A New World. Everyone interested in RE is invited and should contact Gill Vaisey who is conference organiser.

**Action:** Details will be sent to SACRE Clerks.

## 11. WASACRE Website

EE highlighted the issues surrounding the current website and talked about the possibility of having a new website created.

EE asked the members to reflect on what is required of the WASACRE website.

He reported that the Executive had received several suggested costed “packages” for the building and supporting of a new web site. The Exec had agreed to recommend to the full meeting that a quote of £1100 for a “build and three year contract” be accepted. He outlined what was included in this offer.

KR in her Exec role as website officer, has investigated various possibilities and the above is favourable in terms of costs.

**Action:** Members agreed to support the creation of a new website. **12. Report of the Executive Committee Meeting held 6<sup>th</sup> February 2019**

EE gave a verbal report of the Executive meeting, much of which had been already covered in this meeting.

## 13. The Effective SACRE

PW referred to a past presentation based on making an effective SACRE and suggested that this is something to which we should return. Caerphilly SACRE is going to co-opt two youth members to hear pupil voices. This is one example of good practice that could be shared.

**Action:** Agenda this for a future meeting – autumn 2019.

## 14. Minutes of meeting held in Llantwit Major on 20 November 2018

The minutes were accepted as a true record of the meeting subject to the following:  
Add Huw Stevens to attendance. Correction to spelling - Helen Bebb  
Page 16 correction to spelling - Alwen Roberts, Ceredigion.

## 15. Matters arising

None

## **16. Correspondence**

REC Elections

EFTRE flyer for conference

Interfaith Network regarding New Zealand attack

Vale of Glamorgan SACRE asking whether two teachers could job share an executive committee position and take turns to attend meetings. Following discussion, it was noted that there is nothing in WASACRE's Constitution that would preclude such an arrangement and so it was agreed to accept this proposal.

## **17. Show and tell**

Not covered.

## **18. Any other business**

**AOB.** EE advised members of an incident that had occurred prior to the start of the meeting. A member of the public (who had previously been on a SACRE committee but is no longer a serving member of that committee) had arrived at County Hall wanting to attend the WASACRE meeting. She stated that two of her County Council colleagues who sat on Monmouthshire SACRE had asked her to represent them as they could not attend. She was informed that WASACRE meetings are not open to the public and therefore she was not entitled to attend. The person concerned stated that she was going to lodge a complaint against EE and PW who had both explained that she was not entitled to attend the WASACRE meeting.

EE advised members present that it is improper for SACRE members to act as individuals and in this case to have asked someone who is not a member of their SACRE to stand in for them was not permissible. EE reminded members that when they attend WASACRE they do so as representatives of their respective SACRE and not as individuals.

Members present expressed their full support for the advice that EE and PW gave to the person in question. They also fully agreed that members attending WASACRE meetings represent their SACREs and not themselves.

## **19. Date for next meeting: Summer 2019 – Conwy 28th June 2019**

EE gave thanks to all involved in the meeting with special thanks to:

The Lord Mayor of Cardiff; Cllr Sarah Merry, Chair Cardiff SACRE; Louise Broom, Clerk, Cardiff SACRE; Maggie Turford, Professional Support to Cardiff SACRE; Nicky Hagendyk, Presenter, EAS Regional Lead for the Humanities AoLE; Alaw Hughes, Translator; Cardiff SACRE members and County Councillors.