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| RHYBUDD O GYFARFOD | NOTICE OF MEETING |
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| CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL (CYSAG) | STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) |
| DYDD MERCHER, 12 HYDREF 2022 AM 2.00 O'R GLOCH | WEDNESDAY, 12 OCTOBER 2022 AT 2.00 PM |
| CYFARFOD RHITHWR WEDI EI FFRYDIO'N FYW | VIRTUAL LIVE STREAMED MEETING |
| Swyddog Pwyllgor | Shirley Cooke 01248 752514 Committee Officer |

AELODAU/MEMBERS

Cynghorwyr / Councillors:

Non Dafydd, Douglas M Fowle, Gwilym O Jones, Alun Mummery, Dylan Rees, Arfon Wyn

Yr Enwadau Crefyddol / Religious Denominations

Parch/Rev Neil Ridings (Yr Eglwys yng Nghymru/The Church in Wales), Colette Owens (Yr Eglwys Babyddol/The Catholic Church), Parch/Rev Sue Atree (Yr Eglwys Fethodistaidd/The Methodist Church), Parch/Rev Deborah Stammers (Undeb y Bedyddwyr/The Baptist Union of Wales), Edward Morus Jones (Undeb yr Annibynnwyr Cymraeg/ Union of Welsh Independents), Elaine Green (Yr Eglwys Bresbyteriaid/ Presbyterian Church of Wales)

Athrawon/Teachers

Mefys Jones-Edwards (Ysgol Syr Thomas Jones), Heledd Hearn (Ysgol Uwchradd Bodedern), Owain Roberts (Ysgol Cybi), Manon Morris Williams (Ysgol Santes Dwynwen)

Aelod Cyfetholedig/Co-Opted Member

Rheinallt Thomas

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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 - 6)

To submit for confirmation, the draft minutes of the previous SACRE meeting held on 13 July 2022.

3 ANGLESEY SCHOOLS AND GWE

Mr Phil Lord (GWE), to provide an overview of the support provided by GWE to Anglesey schools.

4 UPDATE BY THE RE ADVISOR

To receive an update by the RE Advisor on the Agreed Syllabus for Anglesey Schools.

5 PILGRIMAGE PROJECT BY THE CHURCH IN WALES

To receive a presentation by Elin Owen from the Church in Wales on the work undertaken by the Diocese of Bangor on the 'Pererin' Pilgrimage Project.

6 RELIGIOUS EDUCATION STANDARDS (Pages 7 - 32)

To present information from Estyn inspection reports (Spring 2022) in respect of the following schools:-

- Ysgol Gynradd Corn Hir, Llangefni
- Ysgol Gynradd Cemaes

7 WALES ASSOCIATION OF SACRES (WASACRE) (Pages 33 - 44)

To submit for information, the draft minutes of the WASACRE meeting held on 29 June 2022.

8 ANY OTHER MATTERS

Any other matters – with prior agreement of the Chair.

9 NEXT MEETING

The next SACRE meeting is scheduled for Monday, 6 February 2023 at 2.00 pm.

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

Minutes of the meeting held on 13 July 2022

PRESENT: Councillor Non Dafydd (Chair – from Item 2)

The Education Authority

Councillors Gwilym O Jones, Alun Mummery,
Dylan Rees (Chair for Item 1), Arfon Wyn

The Religious Denominations

Mr Christopher Thomas (The Catholic Church)

Teacher Representatives

Mrs Manon Morris Williams (Ysgol Santes
Dwynwen)

Co-opted Member

Mr Rheinallt Thomas

IN ATTENDANCE: Mrs Gwyneth M Hughes (Senior Welfare Manager,
Education) (RE Advisor to the SACRE)
Mrs Shirley Cooke (Committee Officer)

APOLOGIES: Mrs Elaine Green (The Presbyterian Church of Wales)
Mrs Mefys Jones-Edwards (Ysgol Syr Thomas
Jones, Amlwch)
Rev Neil Ridings (The Church in Wales)
Rev Deborah Stammers (The Baptist Union of
Wales)

1. CHAIRPERSON

The retiring Chair, Councillor Dylan Rees reported that he is standing down as Chair of the SACRE after 9 years in the role. He stated that it has been a pleasure and honour to represent the SACRE, and thanked everyone for their support over the years, particularly Mrs Gwyneth Hughes, the RE Advisor, for her assistance, guidance and excellent work.

Members of the SACRE expressed their gratitude to Councillor Rees for his dedication in his capacity as Chair.

Councillor Gwilym O Jones proposed that Councillor Non Dafydd be elected Chair of the SACRE for the next 5 years. The SACRE unanimously accepted his proposal, and Councillor Non Dafydd was elected Chair of the SACRE.

2. VICE-CHAIRPERSON

Councillor Arfon Wyn was elected Vice-chair of the SACRE.

3. DECLARATION OF INTEREST

None received.

4. MINUTES

The minutes of the previous meeting of the SACRE held on 15 February 2022 were presented and confirmed as correct.

Matters arising from the minutes:-

Item 2

- The RE Advisor confirmed that although she is in regular contact with GwE regarding arrangements between the secondary and primary sector, no official correspondence has been received.

The RE Advisor reported that Mr Phil Lord, a GwE Advisor, provides support and guidance to SACREs in Flint and Conwy. She stated that GwE is committed to providing specialist expertise within the Humanities Area of Learning and Experience (AoLE) to schools in setting up their curriculums. It is unclear whether GwE will provide the same professional support to the Ynys Môn SACRE. Concerns were raised that this Committee will not function effectively without the necessary support from GwE.

Mrs Manon Morris Williams reported that Mr Phil Lord has met with schools unofficially in two catchment areas in Anglesey, including the secondary sector, where he gave a specific presentation on mandatory training on Religion, Values and Ethics (RVE).

It was noted that support is provided to schools in the form of resources, which are shared between schools, in line with the new Agreed Syllabus. It was suggested that Mr Phil Lord be invited to attend the SACRE's next meeting to brief this Committee on the views he has expressed, particularly in terms of an unitary approach regarding the provision of advice and expertise.

RESOLVED that the RE Advisor extends an invitation to Mr Phil Lord to attend the SACRE's next meeting to discuss whether GwE can provide support and guidance to the Ynys Môn SACRE.

- It was confirmed that Mr Edward Morris Jones has been appointed as SACRE's representative from the Union of Welsh Independents.
- It was agreed that the RE Advisor invites a member of the Church in Wales to attend the SACRE's next meeting to present an overview of the Church's Pilgrimage Project.

Item 3 – It was confirmed that a copy of the SACRE's Annual Report for 2020/21 has been forwarded to Welsh Government.

5. THE AGREED SYLLABUS FOR RELIGION, VALUES AND ETHICS FOR ANGLESEY SCHOOLS

The RE Advisor presented the new draft Agreed Syllabus for RVE for Anglesey Schools, which was approved in a meeting of the Agreed Syllabus Conference on 15 February 2022. She stated that the syllabus is specific to Anglesey's schools, and will need minor amendments eg a cover, date, and Anglesey Council's stamp on it before it can be finalised. The final version will then be forwarded to Welsh Government, confirming that the County Council has adopted the syllabus as its own.

The SACRE confirmed that the new Agreed Syllabus for RVE for Anglesey is an excellent version of the document, which will be user friendly for the Island's schools.

It was noted that the new name for the Agreed Syllabus in Welsh is "Maes Llafur Cytunedig" not "Maes Llafur Cytûn".

RESOLVED to forward the final version of the Ynys Môn Agreed Syllabus for Religion, Values and Ethics to Welsh Government before 1 September 2022, confirming its adoption by the County Council.

6. NAPFRE'S POLICY ON RELIGION, VALUES AND ETHICS

The RE Advisor reported that she is a member of NAPFRE, and attended one of their meetings recently, which was also attended by Mr Phil Lord. She stated that NAPFRE consists of a small group of specialists in the Religion, Values and Ethics field, and being a member of the group provides an opportunity to share any concerns, and work on specific topics.

The RE Advisor reported that NAPFRE are working on a draft policy to share with schools, which will fit in well within the new Agreed Syllabus. The draft policy should be completed by the beginning of September, and will be circulated to schools for adoption. One important topic related to the policy will be that parents will no longer have the right to exclude their children from RE lessons, which will become statutory. It was noted that the policy will assist and support schools in discussing challenging issues.

It was noted that the County Council has appointed a teacher to look after the needs of children educated at home, which was applauded as a positive move forward.

RESOLVED to note the content of the information presented.

7. WALES ASSOCIATION OF SACRES (WASACRE)

Mr Rheinallt Thomas gave an update from the WASACRE meeting held on 29 June 2022.

The following points were noted:-

- WASACRE meeting held in Flintshire, RVE etc was discussed.
- A presentation was given on partnerships and modules by Dr Tania ap Sion.
- An update was provided on collaboration on playlists by Kevin Parker - the first of 4 modules will be available from September.
- Concerns were expressed that words like “playlist” in the new curriculum are not familiar to everyone, particularly the newly appointed elected Members on the SACRE.
- Reflection from previous minutes in March - issue of facilitating bilingual meetings on Microsoft Teams was raised. It is hoped that face to face meetings will resume in future, to bring the 22 local authorities together.
- The next WASACRE meeting will be held in Carmarthen in the Autumn.
- SACRE Wales have suggested changes to the Hwb website, which will need to be confirmed by the Welsh Government Minister. A Hwb Panel will be set up to review resources for the website – a copy of the resources will be forwarded to WASACRE in due course. The Panel will need to ensure that all material on Hwb fits in with new ideas, otherwise the content could be removed from the website. It was noted that one consultancy in Wales considered that Hwb does not comply with the requirements of the new curriculum, in that the website contains too much detail, and suggests what teachers should do, contrary to the elemental principles of the curriculum, that schools decide their own work plans.
- A presentation was given by Jennifer Harding Richards on behalf of NAPFRE on the Consortium partnership. It was noted that Swansea, Carmarthen and Neath Port Talbot have come together to fund a full time Consultant to support SACREs.

Mr Chris Thomas shared his concerns regarding the rise in SACRES collaborating to pay independent consultant in parts of Wales for their expertise. He reported that there is no level playing field for SACRES to receive the support they desperately need.

Mr Rheinallt Thomas referred to the WASACRE’s Annual Meeting held on 16 June 2022, and raised the following points:-

- Minor adaptations have been made to the WASACRE’s Constitution, which have been accepted by the SACREs.
- The next Annual Meeting will be held in Denbighshire in June next year.
- The Ynys Môn SACRE was asked to approve the WASACRE’s Annual Subscription of £480 in respect of the Committee’s membership, as referred to in the Treasurer’s Report.

RESOLVED to approve the payment of £480 for the SACRE's Annual Subscription for WASACRE's membership.

With reference to the WASACRE's Executive, it was noted that Dr Tania ap Sion has been appointed Chair, and Mr Edward Evans has been appointed Vice-chair of the WASACRE's Executive. It was noted that only 12 SACREs throughout Wales voted on the Executive's membership, which was very disappointing.

RESOLVED that the RE Advisor invites Mr Phil Lord to provide an overview of the resources that will available in future on Hwb.

8. TO REVIEW THE SACRE'S MEMBERSHIP

The RE Advisor reported that the Ynys Môn SACRE will need to consider whether the Committee's membership should be extended to include members of non-religious groups eg Humanists, Jehovah Witnesses etc. It was noted that Humanists have previously requested to join the Ynys Môn SACRE, but at the time the request was considered, the numbers of Humanists on Anglesey were too small to be represented on the SACRE. It was noted that the Humanists currently have 750 members throughout Wales.

It was noted that before the SACRE can review its current membership, clarity will need to be sought on current legislation, before a decision can be reached.

RESOLVED that the Chair, Vice-chair and RE Advisor liaise with the Council's Legal Section for clear guidance on legislation regarding members of non-religious groups representing the SACRE.

9. ANY OTHER MATTERS

It was confirmed that the SACRE's next meeting will be held on 12 October 2022.

The meeting concluded at 4.00 pm

**COUNCILLOR NON DAFYDD
CHAIR**

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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 Corn Hir

**Llangefni
Anglesey
LL77 7JB**

Date of inspection: May 2022

by

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

This report is also available in Welsh.

About Ysgol Corn Hir

| | |
|--|------------------------|
| Name of provider | Ysgol Gynradd Corn Hir |
| Local authority | Anglesey |
| Language of the provider | Welsh-medium |
| Type of school | Primary |
| Religious character | |
| Number of pupils on roll | 236 |
| Pupils of statutory school age | 207 |
| Number in nursery classes (if applicable) | |
| Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 21.3%)</i> | 6.7% |
| Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 20.6%)</i> | 16.4% |
| Percentage of statutory school age pupils who speak Welsh at home | 0.56 |
| Percentage of statutory school age pupils with English as an additional language | * |
| Date of headteacher appointment | April 2017 |
| Date of previous Estyn inspection (if applicable) | 08/05/2013 |
| Start date of inspection | 09/05/2022 |
| Additional information | |

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

(a) The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

The headteacher has a robust vision that supports staff to develop provision successfully while meeting the needs of all pupils. The school's new motto: '*Ein dysgu, Ein dyfodol*' ('Our learning, Our future') permeates all of the school's activities highly effectively. Developing staff and pioneering teaching and learning methods is at the heart of the vision, for example by introducing the Curriculum for Wales both inside and outside the school. This effective practice contributes soundly to purposeful co-operation between the school's staff and the other schools in the cluster.

Staff work together highly effectively to ensure that pupils are happy and enjoy learning in the classroom and around the school. They have high expectations of themselves in supporting the emotional, health and social wellbeing of all pupils. They guide pupils effectively so that they are immersed in and enjoy their learning experiences. However, provision does not always support pupils to make independent decisions about their learning.

Staff use rich language and take advantage of every opportunity to support pupils to speak the local area's natural dialect. This fosters pupils' pride in the Welsh language and the local Welsh community successfully.

Pupils value opportunities to discuss their learning experiences with leaders as staff continue to develop teaching and learning practices, for example as they receive wellbeing support in the '*Cwt Clyd*'. This has a positive effect on pupils' wellbeing and learning experience as they treat each other and adults with respect in an inclusive learning environment.

Recommendations

R1 Provide regular opportunities for pupils to make independent decisions about their learning

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to 'Purposeful co-operation between practitioners within the school and the cluster schools in developing a vision and implementing plans to introduce the Curriculum for Wales', to be disseminated on Estyn's website.

Main findings

Learning

During pupils' time at the school, most make strong progress in their skills from their starting points. They acquire knowledge, deepen their understanding and develop their skills successfully in an interesting variety of learning contexts.

Across the school, most pupils listen attentively to each other and adults consistently. Many pupils' oral skills are developing consistently by the end of the Reception class. By Year 2, most speak confidently in Welsh about their work and experiences, for example as they create nature bottles that promote their wellbeing skills successfully. As pupils move through the school, many develop their oral skills effectively in Welsh and English. At the top of the school, most discuss their work intelligently with maturity and use rich vocabulary to create effect, for example when creating a clapping song that promotes the dialect of the local community.

Most pupils' reading skills are developing well. The youngest pupils identify letters and sounds correctly and are beginning to recognise words with increasing confidence. By the end of Year 2, most read meaningfully in line with their age and ability, for example when reading letters to the character, Swyn. As older pupils' reading skills develop, many read intelligently in both languages. They practise their higher-order reading skills regularly and maturely to gather information from different sources. For example, pupils in Years 3 and 4 develop their skills effectively by learning about all of the visitor attractions that are available on Anglesey. In Year 6, pupils gather information about the author T. Llew Jones as part of their activities when celebrating the national day.

Most pupils' early writing skills are developing well. Pupils in the Reception class develop their early mark-making skills effectively by listing a caterpillar's food. By the end of Year 2, many write independently for different purposes and begin to use descriptive vocabulary and suitable syntax. For example, they use creative adjectives when writing a portrayal of Siôn the giant. During their time at the school, most pupils develop their writing skills successfully. By the end of Year 6, they draft their work effectively and make purposeful use of similes, idioms and adjectives to enrich their work. Most pupils write at length and show a sound awareness of the features of a range of different genres, for example as Year 5 pupils write a portrait of a pirate.

Most pupils' mathematics and numeracy skills are sound. By the end of Year 2, they have a sound grasp of number facts and measurement and handle money correctly, for example when organising how much money the Stickman has to spend during bonfire night. Most pupils solve numeracy problems successfully across the areas of learning. For example, Year 2 pupils make effective use of the learning areas in the outdoor classroom to solve time challenges by using an analogue clock and a digital clock. As pupils move through the school, most build well on their previous learning. They have a sound understanding of methods to apply their number skills in an interesting variety of contexts, for example as Year 5 pupils present a business plan to sell goods in school fairs. They compare the cost of resources with the sale price of products wisely and use their skills well when forming a conclusion about the profit.

Many pupils' information and communication technology (ICT) skills are developing consistently. By the end of Year 2, they use their skills successfully, for example when controlling a programmable device to move around the nature area and when completing a bar chart to show the findings of an investigation into floating and sinking. As they move through the school, most pupils' skills develop soundly by using a wide range of digital software successfully. For example, Year 6 pupils use a database to record the accidents of workers in Dinorwig quarry skilfully.

Nearly all pupils' creative skills are developing soundly. In Years 1 and 2, they use their imagination effectively when creating a 'disgusting sandwich' by using ingredients from the garden. In the school's higher years, most pupils build on their skills further, for example when developing their skills in the multisensory areas outdoors, namely the '*Bwthyn Blodeuo*' and the '*Seibiant Seiriol*' area.

Well-being and attitudes to learning

Nearly all pupils enjoy the school's life and work and feel safe within a supportive and inclusive learning community. They know whom to approach if anything is worrying them. Through the school's various approaches to improving wellbeing, for example the colourful monsters and '*cofrestr codi calon*', most pupils feel that staff take their concerns seriously and are willing to listen to what is important to them.

The sense of respect and courtesy that pupils have towards their peers and adults is a strong feature. Nearly all pupils are caring towards each other and give careful consideration to the needs of their peers. Nearly all behave consistently well in lessons and play together happily during break times. They make full use of the outdoor areas and the school's wider grounds during their learning activities and break times. Nearly all pupils take pride in the Welsh language, which promotes a strong sense of belonging to their school and the local community. This is a strong feature of the life and work of pupils at the school.

Most pupils show positive attitudes to learning and are developing into diligent and enthusiastic learners. Nearly all pupils listen attentively to instructions from adults and concentrate diligently on their work during lessons. Staff's commitment to introducing methods that increase pupils' confidence and develop their resilience contributes effectively to ensuring that most show a high standard of motivation and interest in their work. Most pupils work effectively as individuals, in pairs and in small groups, for example as pupils in Years 3 and 4 plan and discuss which shape floats best as part of their science work.

Nearly all pupils respond positively to the opportunities they are given to influence what they learn, for example by contributing to planning activities at the beginning of themes. By doing so, they identify what they would like to know and what they would like to discover further.

Most pupils are glad to receive purposeful opportunities to voice their opinions and play a key part in the school community. Through the various committees that relate to their work, most contribute ideas and present information enthusiastically and confidently, for example as members of the fair trade group organise stands to sell produce to their peers. They gain the confidence to present information and ideas about different aspects of the school in a manifesto, which deepens their

understanding of democracy successfully. Over time, these valuable opportunities reinforce their leadership, presentation and co-operation skills.

Most pupils' understanding of moral values and equality is developing consistently. They deal well with topics such as unfairness towards others, for example by raising money to build homes and provide resources for the residents of the village of Omwambini in Kenya. The homes have been named Bwthyn Corn Hir and Nant y Pandy, which supports pupils' understanding of global issues skilfully.

Nearly all pupils' understanding of eating and drinking healthily and the effect of exercise on their health is developing effectively. They participate highly enthusiastically in physical education lessons and in the variety of sports and leisure clubs that are available to them. Pupils have a sound knowledge of online safety through activities that increase their awareness of the potential dangers. With the support of children's committees, they discuss what they can do to stay safe online sensibly.

Following the pandemic, inspectors are not reporting on pupil attendance rates during the 2021-2022 academic year. Instead, the school's provision for monitoring and improving attendance will be reported on as part of Inspection Area 4.

Teaching and learning experiences

Teachers plan and deliver the curriculum skilfully. By doing so, they provide purposeful opportunities for pupils to develop their skills, knowledge and understanding in stimulating learning experiences. For example, teachers provide a series of activities on the theme of the Second World War, which engages pupils' interest successfully. On the whole, teachers provide a range of interesting activities that support pupils to make progress in their literacy, numeracy and information technology skills. Staff work together extremely diligently to ensure consistency in provision, which motivates learners to achieve well in their learning. Leaders monitor and track pupils' progress skilfully in order to adapt provision to meet the needs of all pupils.

One of the most effective features of provision is the way in which teachers are preparing to plan and introduce the Curriculum for Wales. Leaders provide valuable opportunities for pupils to express ideas, which has an effective influence on provision, for example as they produce resources that promote pupils' understanding of the principles of the curriculum. Leaders develop the vision to deliver the curriculum strategically by taking advantage of the various skills and interests of staff. Staff work together skilfully in teams to develop innovative teaching and learning approaches that are based on up-to-date educational research. This practice within the school has a wider effect on the other schools in the cluster as they work together successfully and reflect purposefully while developing and refining their practices. As a result, teachers promote teaching and learning methods in a supportive and constructive culture.

Recently, teachers have made highly effective use of the 'working wall' to encourage learners to participate further in their learning. For example, teachers encourage pupils to interact with the walls purposefully as they develop their skills across the

areas of learning. By doing so, pupils use the walls skilfully to support them to build on previous learning and make progress in their skills, knowledge and understanding.

All members of staff have high expectations, which engender pupils' respect and a high level of engagement in their learning. The linguistic skills of nearly all members of staff are a strength and they embrace local dialect in order to enrich pupils' language and increase their pride in the natural Welsh language of the area, for example as pupils use dialectal vocabulary, such as '*cae sgwâr*' and '*lefran*'. This is a notable element of the school, which heightens pupils' pride in the Welsh language locally and in the wider community.

The learning environment is attractive, which engages and holds pupils' interest successfully. Areas for the school's youngest pupils promote their creative and problem-solving skills skilfully as staff introduce the principles of the foundation phase effectively. These principles are fostered and developed in the classes for the school's oldest pupils, which supports them to work together effectively when undertaking rich activities across the areas of learning. As a result, consistent approaches to teaching and learning evolve skilfully to encourage pupils to begin to take ownership of their learning. However, provision does not always provide purposeful opportunities for pupils to make independent choices about their learning.

Staff provide constructive oral feedback that supports pupils to know the next steps in their learning. By sharing expectations at the beginning of activities, pupils are given consistent guidelines by teachers, which supports them to know what is expected of them when completing their work. In the best practice, teachers provide purposeful opportunities for pupils to work with a partner to discuss the standard of their work and give each other constructive feedback. A range of purposeful methods are used to support pupils when completing activities. For example, teachers use apps and digital software skilfully to guide pupils to improve the quality of their work. As a result, most pupils understand the next steps they need to take to succeed.

Teachers provide parents with appropriate information about their children's progress. Appropriate presentations are provided for them about their children's acceptable behaviour and the way in which they can support their children at home, for example when developing their reading skills. Leaders share timely information with parents effectively through multimedia methods.

Care, support and guidance

The school is a happy and caring community that promotes good behaviour, courtesy and respect towards all pupils. The constructive and friendly relationship between staff and pupils is a strong feature of the school. This is reflected in pupils' positive attitudes towards the school's life and work.

Staff support the emotional, health and social wellbeing needs of all pupils highly effectively to support them to engage positively with their learning and benefit from the purposeful opportunities that are provided for them. A sound example of this is the way in which the wellbeing assistant provides highly beneficial support to pupils through support programmes that are often delivered in the '*Cwt Clyd*'. Support staff provide meaningful support to nurture and develop pupils' emotional and physical wellbeing. Support from the additional learning needs coordinator (ALNCo) in leading

changes within additional learning needs is highly effectively within the school and further afield.

Staff are aware of their responsibilities and provide complete provision for pupils with additional learning needs, for example by providing practical ideas to support pupils to make progress in their skills. Leaders track the progress of these pupils in relation to the targets in their individual plans. Pupils are given beneficial opportunities to contribute to their summary profiles, which ensures that their voice is a central part of the process. Parents are provided with beneficial information about what their children achieve at school, which supports them to reinforce these skills with their children at home. Leaders take advantage of multiagency services skilfully by providing support to learners with specific learning needs, for example through the specialist '*Teulu Môn*' service, which provides highly beneficial support to pupils and parents.

Leaders promote and encourage pupils to express their views about provision that is provided through a children's committee arrangement. For example, the '*dreigiau doeth*' promote the use of the Welsh language highly effectively, which encourages them to take pride in the Welsh language, and Welsh culture and heritage. Spiritual, moral and social aspects are presented in worship assemblies, where the importance of diversity, respect and tolerance within the local community and the wider world is celebrated appropriately. The charity group also holds a series of activities that raise awareness of the importance of human rights and equality effectively. This, in turn, nurtures well-informed and well-rounded citizens, for example by deepening pupils' understanding of important issues such as anti-racism.

Teachers encourage pupils to use their imagination and engage with the expressive arts effectively, for example as pupils emulate the work of local artists. Teachers provide rich opportunities that encourage pupils to take part in activities that foster artistic skills, sports and leisure. For example, the school choir performs in the assembly, which enriches the school's sense of an inclusive ethos. Pupils are given regular opportunities to be members of the school's netball, football, athletics and rugby teams, for example, and the teams take part in local tournaments and competitions regularly. This deepens pupils' understanding of the importance of exercise and a healthy lifestyle well. Pupils are given rich opportunities to develop their creative skills and artwork is celebrated attractively across the school.

The school has a consistent culture and attitudes towards pupils' safety and wellbeing, which includes their online safety. Safeguarding arrangements meet requirements and are not a cause for concern. Leaders and teachers monitor pupils' attendance in a relevant arrangement by working closely with parents and external agencies.

Leadership and management

The headteacher has a clear vision that is realised successfully as an integral part of the school's daily activities. Providing rich experiences to meet the wellbeing and learning needs of all pupils in a learning environment that nurtures the Welsh language and promotes pupils' pride in Anglesey and Wales is core to this vision. Recent educational developments, for example in planning and introducing the Curriculum for Wales, make a beneficial contribution towards evolving the vision

further by reshaping the school's motto: 'Ein dysgu, Ein dyfodol' ('Our learning, Our future'). As a result, this contributes effectively towards encouraging pupils, staff and all of the school's partners to take ownership of the vision and realise it with pride.

Leaders provide beneficial opportunities for the children's committees to develop their leadership skills as they present and suggest ideas about different aspects of provision, for example as they adapt the feedback policy. They are given opportunities to express their views as part of developments in relation to the Curriculum for Wales. This supports teachers to adapt teaching and learning to respond to pupils' learning needs. By doing so, pupils respect the staff as their voice has a positive effect on the experiences of the whole school community.

One of the school's notable features is the enthusiasm and high expectations of the headteachers and staff to adapt approaches to teaching and learning in an open culture of innovation. They work together highly successfully both locally and across the schools in the north Wales region to trial and develop effective practices in order to strengthen provision across the school further. They share ideas electronically as a prompt for staff discussions as part of the professional learning offer. As a development to this arrangement, the Llangefni Curriculum for Wales Journey Group, which is a cluster of local schools, has established a website to support staff to contribute ideas and work together proactively in preparing to plan and introduce the curriculum. This co-operation to develop the vision and evolve approaches to teaching and learning is presented in a practical way to all staff in the cluster, for example when the school's staff give presentations at a good practice showcase fair. As a result, this co-operation makes a highly positive contribution towards providing purposeful opportunities and experiences for staff to develop professionally.

Staff have detailed job descriptions and performance management arrangements are undertaken effectively in a practical and consistent manner. An effective method is used which contributes purposefully to supporting teachers to implement and achieve personal and school priorities as part of their professional development. The headteacher provides valuable opportunities for all members of staff to improve their practice by supporting them successfully to lead different projects. For example, the ALNCo has taken advantage of regular professional learning opportunities, which have equipped her to lead on new arrangements for additional learning needs confidently both within the school and beyond. Staff take advantage of beneficial opportunities that are provided by the school's partners by contributing to different projects, for example by working with a local university to provide a better experience for pupils as they transfer from primary school to secondary school.

The governing body understands and fulfils its duties and responsibilities successfully and supports the headteacher and staff effectively. Governors' awareness of all aspects of the school is sound and they challenge the headteacher and staff skilfully as critical friends. For example, members of the health and safety sub-committee conduct a walk around the school with a group of pupils so that they can all contribute and suggest improvements and ensure the best possible safety in the learning environment. By doing so, governors have detailed and up-to-date knowledge of different aspects of the school, for example pupils' safety and emotional wellbeing needs following the pandemic. They also scrutinise the way in which the school promotes healthy living and share a culture of safeguarding with all partners appropriately. They support the headteacher effectively in planning and

monitoring expenditure of the school's funding, including the pupil development grant, to ensure that provision supports and meets the needs of all pupils. They forward plan expenditure carefully, for example by beginning to consider buying resources to move to the new building.

The headteacher and staff have a good awareness of the school's strengths and weaknesses. They work together highly effectively to gain information about pupils' progress and achievements. Self-evaluation processes are detailed and lead to realistic priorities. Apps and electronic methods are used to seek the knowledge and views of partners, which are collated effectively to sharpen the priorities when planning for improvement. The school has a good record of making and sustaining improvements that lead to a positive effect on pupils' wellbeing and learning over time, for example in developing pupils' ICT skills.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

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

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Publication date: 13/07/2022

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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 Cemaes

**Cemaes
Anglesey
LL67 0LB**

Date of inspection: May 2022

by

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

This report is also available in Welsh.

About Ysgol Gynradd Cemaes

| | |
|--|----------------|
| Name of provider | Ysgol Cemaes |
| Local authority | Anglesey |
| Language of the provider | Welsh-medium |
| Type of school | Primary |
| Religious character | |
| Number of pupils on roll | 73 |
| Pupils of statutory school age | 59 |
| Number in nursery classes (if applicable) | 6 |
| Percentage of statutory school age pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 21.3%)</i> | 21.8% |
| Percentage of statutory school age pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in the primary sector is 20.6%)</i> | 32.2% |
| Percentage of statutory school age pupils who speak Welsh at home | 33.9% |
| Percentage of statutory school age pupils with English as an additional language | * |
| Date of headteacher appointment | September 2017 |
| Date of previous Estyn inspection (if applicable) | 16/10/2012 |
| Start date of inspection | 03/05/2022 |
| Additional information | |

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

(a) The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Ysgol Cemaes is a happy, caring and homely school where pupils show positive attitudes to learning. Nearly all pupils show pride when talking about their school and their community. A strong feature of the school's life is the way in which pupils behave so positively and maturely towards others. They are polite and thoughtful and treat visitors and their peers with respect and care. All staff have an effective working relationship with pupils, which promotes good attitudes to learning and wellbeing, in addition to fostering a supportive and inclusive environment.

Welsh is new to most pupils on entry to the school. Overall, the youngest children make slow progress in their oral skills during their first years in the school. However, many pupils develop their oral and writing skills suitably as they move through the school. Their reading, numeracy and information and communication technology skills, in addition to their physical skills, develop soundly from their starting points. However, teachers do not always ensure that all pupils are challenged fully or build on their skills effectively enough across the school.

The headteacher's leadership makes a valuable contribution to establishing a strong team ethos and a sense of belonging among the staff. They have worked successfully with each other to create a purposeful vision and undertake beneficial personal development to support pupils. Members of the governing body are supportive of the headteacher and her staff. However, the school's self-evaluation and planning for improvement arrangements are not effective enough to address important areas. As a result, leaders do not have a sound enough understanding of the school's current situation in terms of what is good and what needs to be improved.

Recommendations

- R1 Improve pupils' oral and written skills
- R2 Ensure that teaching provides an appropriate challenge to meet all pupils' needs
- R3 Plan purposefully to provide beneficial and cohesive opportunities for pupils to apply their skills across the curriculum
- R4 Improve self-evaluation and planning for improvement processes

What happens next

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

Main findings

Learning

On entry to the school, many pupils' basic skills correspond to what is expected for their age, except in Welsh where the language is new to most pupils. During their time at the school, most pupils make adequate progress in their learning and achieve appropriately.

Nearly all pupils listen well to adults and each other. Overall, the oral Welsh skills of the school's youngest pupils are slow to develop as they acquire a new language. However, a majority show an understanding of the language when trying to discuss their learning and play, for example by using simple vocabulary such as 'gwag' ('empty'), 'hanner llawn' ('half full') and 'bron yn llawn' ('almost full') when discussing how much liquid is in a jug. In Year 2, many pupils expand their vocabulary appropriately and speak with increasing fluency and confidence. As they move through the school, most older pupils develop their oral skills appropriately in Welsh and English. They begin to contribute purposefully to class discussions by expressing their views while trying to sell Anglesey as a tourist attraction.

Most pupils' reading skills are developing well. The youngest pupils show an interest in books and stories and respond appropriately to the content. By Year 2, they build on their understanding of reading strategies successfully and read sentences with some accuracy, for example as they read information to discover facts about famous Welsh people. Many older pupils read purposefully in various contexts. They recognise the main features of texts successfully and use their skills to gather information from a variety of sources, for example when researching questions about the legend of Llyn y Fan.

Most of the youngest pupils' early writing skills develop soundly as they practise their fine motor skills by weaving and making vegetables from playdough. In Year 2, many begin to write in simple sentences and show a sound understanding of punctuation rules. They begin to write in a series of different contexts, for example when writing a description of where in the world they would like to visit and why. Many of the school's older pupils build on their writing skills appropriately. Overall, they show a sound understanding of spelling patterns and how to use paragraphs and punctuation. They understand the features of different genres of writing appropriately and adapt their style and structure to different topics suitably, for example when writing Bendigeidfran's speech from the Mabinogi. However, overall, across the school, writing skills are not developing strongly enough considering pupils' age and ability, particularly when writing extended pieces.

Most of the youngest pupils make sound progress in their mathematical development. In Year 2, they have an intelligent grasp of shape, number and measurement facts, for example when using standard units of measurement to measure the volume of liquids. At the top of the school, most pupils have a secure understanding of mathematical concepts. They apply their numeracy skills effectively across the curriculum, for example when creating and analysing the climate graphs of Wales with those of Australia.

Most pupils' information and communication technology skills are developing well. The youngest pupils combine their skills successfully, for example when using an electronic tablet to create an animation of the story of Easter. The oldest pupils build firmly on this foundation by creating and editing a video as part of their 'from field to fork' project.

Across the school, most pupils' problem-solving and creative skills are developing suitably. The school's youngest pupils are beginning to predict and experiment to discover which fruits float and sink with a good degree of accuracy. In Year 2, pupils plan and create models of Anglesey skilfully by using wood and nails to make an outline of the island as part of an enterprise project. At the top of the school, pupils succeed in using their numeracy skills appropriately to solve a limited variety of challenges.

Most pupils' physical skills are developing soundly through a variety of beneficial experiences and activities. The school's youngest pupils develop their fine motor skills successfully, for example by using various art equipment to make bubbles out of a variety of shapes. The school's older pupils also develop their physical skills soundly by taking part in a variety of sports activities or as part of their themes, for example when learning a folk dance as part of their 'Cymru Cŵl' week.

Well-being and attitudes to learning

One of the school's strongest features is its homely environment and the kind and gentle way in which many of the older pupils care for their younger peers. This contributes soundly to the school's inclusive nature and caring ethos. Nearly all pupils behave well both inside and outside the classroom. They are polite and thoughtful and treat their peers and visitors with respect and care. Most pupils enjoy school and describe it as a happy and friendly place and give status and prestige to the golden rules that they have in place. Nearly all pupils show pride when talking about their school and community and enjoy learning about the local area, for example when creating an imaginary story by using pictures of legends from the village as a prompt and creating a mind map of their favourite place in Cemaes.

Most pupils show positive attitudes to their learning. They show an interest in their work, concentrate for extended periods and are willing to persevere in order to succeed. The youngest pupils also undertake their activities in the learning and play areas independently and practise and develop their skills successfully, for example when practising their fine motor skills and Welsh language in the mud kitchen and by making a bowl of food using different fruit and vegetables.

Most pupils have a sound understanding of the importance of eating and drinking healthily and doing regular exercise. They take pride in the opportunities they are given to improve their fitness in lessons and other sports sessions. Pupils also take advantage of beneficial opportunities to grow, sell and cook their own vegetables and the foundation phase theme is full of opportunities to discuss and taste healthy foods.

Nearly all pupils feel safe at school and know whom to approach for advice if anything is worrying them. Most have a sound awareness of how to stay safe online and understand the importance of keeping their passwords secure.

Members of the school council are proud of their role and undertake their duties seriously. They are happy that adults at the school listen to their views. However, the council's role has not been developed fully following the pandemic and it does not have a clear influence on the school's life and work.

Most pupils take full advantage of suitable opportunities to suggest what they would like to learn within the class theme and offer their own learning pathways, where appropriate. The youngest pupils provide enquiry questions at the beginning of a theme and the oldest pupils are beginning to provide ideas about what they would like to learn within the learning areas. This contributes well to their attitude to the school's life and work and most pupils show enthusiasm and ownership of their own learning.

A majority of pupils appreciate and respond appropriately to oral feedback from adults and their peers. Overall, pupils discuss each other's work suitably and refer appropriately to success criteria. However, evidence of learners' progressing their learning by responding to the teacher's comments and correcting their work is limited.

Due to the coronavirus pandemic, inspectors will not be reporting on pupil attendance rates during the 2020-2021 and 2021-2022 academic years. However, inspectors will consider the school's provision for monitoring and improving attendance as part of inspection area 4 (care, support and guidance).

Teaching and learning experiences

Staff have an effective working relationship with pupils, which fosters a supportive and inclusive environment. They use various questioning techniques soundly to check pupils' understanding. All staff encourage pupils to work effectively together to complete tasks and solve problems, for example as pupils at the top of the school make bridges as part of the story of Bendigeidfran. They set clear learning objectives and use a range of beneficial resources to engage pupils' interest, particularly by making purposeful use of outdoor learning and play areas.

Across the school, teachers plan experiences to meet pupils' needs appropriately. Although they track pupils' progress regularly, very little use is made of this information to identify the next steps in their learning. As a result, teachers do not always tailor experiences effectively enough to challenge all pupils to make the best progress and develop their learning in full.

Teachers and assistants model the Welsh language effectively and take advantage of beneficial opportunities to enrich pupils' language, for example by singing familiar rhymes, nursery rhymes and songs. However, staff's expectations of the pupils' use of the Welsh language in all aspects of school life are not consistent enough. As a result, pupils do not always strive to respond or communicate in Welsh, particularly the youngest pupils.

The school does not plan effectively enough to develop pupils' skills progressively across the school. As a result, the existing plans do not ensure consistency or progression from one year to the next and learning experiences do not always provide regular opportunities for pupils to apply their skills adequately. However,

teachers prepare learning experiences that provide appropriate opportunities for pupils to develop elements of literacy, numeracy and digital competence suitably across the curriculum, for example as the school's oldest pupils recall the history of the tragedy of the 'Royal Charter' and use this information to map the voyage. The school's youngest pupils are given beneficial opportunities to apply their skills independently in the learning and play areas. Pupils have frequent access to the outdoor areas and benefit greatly from interesting activities both inside and outside the classroom. A good example of this is the opportunity for pupils to create vegetables in the malleable area and perform as a character from the book 'Supertato'.

The school has begun to experiment with preparing for the Curriculum for Wales by looking at the statements of what matters and by beginning to familiarise itself with the progression steps.

Care, support and guidance

All staff work together successfully to create a happy, caring and inclusive ethos at the school. They promote pupils' spiritual, moral, social and cultural development effectively. Valuable acts of collective worship ensure opportunities for pupils to consider the views of others, in addition to giving them an opportunity to reflect on how they can look after each other. The school develops pupils' ability to reflect on religious customs and on their own beliefs and values successfully. For example, they are given an opportunity to study a wide variety of religions, such as Hinduism and Judaism and work together on extremely interesting activities, such as creating a Diva lamp and Rangoli and Mendi patterns.

The school fosters shared values, such as honesty, fairness and justice particularly well among pupils. This is highlighted in the pupils' positive attitudes and behaviour around the school. Pupils are encouraged from an early age to tell a trusted adult if they are worried or concerned about something. Purposeful posters that are displayed around the school, in addition to termly lessons from the police liaison officer, support this well. Throughout the pandemic, the school has also continued to work with external agencies to maintain and support pupils' wellbeing and safety successfully.

Purposeful whole-school activities are held to promote the Welsh language and Welshness and to engender pupils' pride in the culture and heritage, for example by celebrating St David's Day by taking part in the parade in the catchment area. Data from the Welsh Language Charter highlights that most pupils are proud to speak Welsh; however, pupils' use of the language is inconsistent across the school.

There are appropriate arrangements to promote eating and drinking healthily, in addition to keeping fit. This has a positive effect on pupils' understanding of issues relating to their health and wellbeing. Pupils are given fruit and milk every day and the youngest pupils research healthy foods. The school also provides beneficial opportunities to encourage pupils to take part in sports and leisure, for example through weekly sports sessions held by the Urdd.

The school has robust procedures for pupils with additional learning needs. Individual development plans and one-page profiles for pupils with additional learning needs

include clear and purposeful targets that correspond to pupils' needs. Staff monitor and track the progress of pupils with additional learning needs appropriately. This information enables them to provide suitable interventions to meet individuals' needs. The school works effectively with a number of specialist agencies, such as the local authority's specific Additional Learning Needs team to provide pupils and their parents with valuable support and guidance.

Staff have succeeded in providing pupils with purposeful emotional support throughout the pandemic. They also make regular use of the dedicated room, 'y nyth', which is available for conducting intervention groups and promoting staff wellbeing. They also make effective use of a range of purposeful strategies and provision to support pupils' wellbeing, including using a feelings tree to discuss their feeling when they arrive in the morning.

There is appropriate communication with parents and opportunities are provided each term for parents to share information with them through meetings and reports. Staff are very good at responding immediately to any concerns.

The school has a strong culture of safeguarding and all staff undertake purposeful training and take part in regular staff discussions. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management

The headteacher has established a supportive culture that encourages staff to take part in beneficial opportunities to develop their understanding and skills. Her leadership makes a valuable contribution to establishing a strong team ethos and a sense of belonging among the staff. This ensures that nearly all are passionate about the school and its community. There are robust arrangements for monitoring staff performance, which ensure that their needs and those of the whole school are given due attention when planning their personal development. A good example of this is the purposeful training that they have received during the pandemic, including courses on how to support pupils' wellbeing during this difficult time. As a result, staff have worked successfully together during the lockdown periods to support pupils and their families by providing online learning experiences and further support, where necessary.

The headteacher has worked with a range of stakeholders to create a purposeful vision that reflects the school's principles and journey towards the future. Although preparations for the Curriculum for Wales are in their early stages, the school's leaders and staff succeed in realising a key element of the vision, which is to ensure an environment where pupils are happy and learn. The school's most experienced teachers have undertaken purposeful training to develop their leadership skills. This is having a positive effect on important elements of provision, such as strengthening provision for pupils with additional learning needs. Overall, the staff's roles and responsibilities are clear, although this does not always have a strong enough influence on the school's work and strategic direction.

Members of the governing body fulfil their statutory duties appropriately and show a suitable awareness of the school's strengths and what needs to be improved. For example, they have worked well with the headteacher and the local authority to

reorganise the school's staffing structure to prevent over-expenditure in the annual budget. The governing body also ensures that the school has appropriate arrangements to promote eating and drinking healthily. They receive termly reports from the headteacher that highlight the school's life and work suitably. However, restrictions during the pandemic have prevented members of the governing body from operating fully in their role as critical friends and challenging decisions robustly enough.

The school's arrangements for self-evaluation and planning for improvement are not effective enough to address important areas. Although leaders have identified and improved elements of provision, such as pupils' reading skills and the learning and play areas at the bottom of the school, they do not always evaluate the quality of provision and standards in enough detail. The recent school improvement plan includes a suitable range of priorities, although the actions are not always incisive enough and do not focus sufficiently on improving pupils' skills. Progress monitoring reports against the priorities are also not evaluative enough and do not highlight the next steps clearly enough. As a result, leaders do not have a sound enough understanding of the school's current situation in terms of what is good and what needs to be improved.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
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- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

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This document has been translated by Trosol (Welsh to English).



**Wales Association of SACREs meeting,
Virtual via Microsoft Teams
29th June 2022
10.30a.m. – 12.15p.m.**

Attendance

| | | | |
|--|---|--|---|
| <p>Ynys Môn / Anglesey Dylan Rees (DR) Rheinallt Thomas (RT)</p> <p>Blaenau Gwent Kathy Riddick (KR) Chris Abbas (CA) C. Knowlson (CK)</p> <p>Pen-y-bont ar Ogwr / Bridgend Alice Parry (AP) Edward Evans (EE)</p> <p>Caerffili/ Caerphilly Marina Chacon - Dawson (MC)</p> <p>Caerdydd / Cardiff T. Saunders (TS)</p> <p>Sir Gaerfyrddin / Carmarthenshire</p> <p>Ceredigion Mary Davies (MD) Anne Ursuka (AU)</p> <p>Conwy Jennie Downes (JD) Phil Lord (PL) Roger Boon (RB)</p> | <p>Sir Ddinbych / Denbighshire Phil Lord (PL) Collete Owen (CO)</p> <p>Sir y Fflint / Flintshire Vicky Barlow (VB) Jane Borthwick Claire Homard (CH)</p> <p>Gwynedd</p> <p>Merthyr Tudful / Merthyr Tydfil</p> <p>Sir Fynwy / Monmouthshire Louise Brown (LB)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Fiona Thomas (FT)</p> <p>Casnewydd / Newport Neeta Baicher (NB) Hayley Jones (HJ) Huw Stephens (HS)</p> <p>Sir Benfro / Pembrokeshire</p> | <p>Powys John Mitson (JM)</p> <p>Rhondda Cynon Taf Donna Graves (DG) Matthew Maidment (MM)</p> <p>Abertawe / Swansea Jennifer Harding-Richards (JHR)</p> <p>Torfaen</p> <p>Bro Morgannwg / Vale of Glamorgan</p> <p>Wrecsam / Wrexham Tania ap Siôn (TS)</p> <p>NAPfRE Paula Webber (PW)</p> <p>EFTRE Phil Lord (PL)</p> | <p>Observers: Sue Cave (SC)</p> <p>REMW Paul Morgan (PM)</p> <p>WJEC</p> <p>ESTYN</p> <p>Welsh Government</p> <p>REC Kathy Riddick (KR)</p> <p>Church in Wales Jennie Downes (JD)</p> <p>Catholic Education Service</p> <p>Qualification Wales</p> <p>Interfaith Network</p> <p>ADEW University Of Wales Rachel Bendall (RB)</p> <p>Presenters Partneriaeth Julian Nicholds (JN)</p> <p>Minutes (from recording) Jo Nicholls (JNI)</p> |
|--|---|--|---|

1. Introduction and welcome

RS welcomed everyone (bilingually) to the summer meeting.

Claire Homard, Chief Officer for Education and Youth in Flintshire welcomed everyone (bilingually) as the hosting SACRE.

CH stated that it was an exciting time for WASACRE's work for religious education in Wales, with the move to the implementation of the new curriculum from this September. CH acknowledged that all SACREs have been extremely busy with the Agreed Syllabus Conferences (ASC). The new curriculum is focused on making provision for learners to develop and have appreciation of their belonging in their locality, in Wales and the wider world. Also, to experience the natural world, value the environment and work towards a sustainable future for us all.

CH mentioned that in our local Welsh communities, our schools and learners have a very rich history alongside their lived experiences to draw upon.

CH described Flintshire's highlights including the access to wonderful natural environments with the country parks and the beautiful coastline; a vibrant religious history which includes St Winifred's Well in Holywell; Basingwerk Abbey in Greenfield, Holywell, and the Friary in Pantasaph and a number of castles. Arts and culture are celebrated at Theatre Clwyd. There is a strong tradition to support the Welsh language and Flintshire contributes to the Eisteddfodau.

RVE within the Curriculum for Wales can offer a distinctive contribution to the realisation of the four purposes. There are opportunities through RVE for learners to experience a curriculum that is engaging, and it is timely to reflect on the four purposes as we start the meeting today.

We want our learners to be ambitious and capable; enterprising and creative contributors; ethical and informed citizens of Wales and the world and healthy and confident individuals.

2. Quiet reflection

RS mentioned that Wales is currently experiencing the greatest change in education in a generation. There is a fear of the unknown for practitioners, parents, and pupils. WASACRE can support schools, parents, and pupils with this challenge of a new way of learning.

RS led a quiet reflection on the opportunities and challenges ahead of the coming year for parents, teacher, and pupils.

3. Apologies

Apologies from Libby Jones, John Meredith, and Susanne Gooding from the Executive Committee.

Apologies from Catherine McCormack, Chair of Flintshire SACRE and from Gwynedd SACRE - Councillor Beca Brown, Councillor Paul Rowlinson and Gwawr Williams.

Note that Councillor Wayne Carpenter is to join the AGM only.

Note that Fiona Thomas, Neath SACRE is to join the WASACRE meeting only.

4. Minutes of the last meeting Microsoft Teams held on 2nd April 2022

LB identified a spelling mistake on page 10, 'pacifism' was misspelt.

The minutes were agreed as an accurate record of the meeting held on 2nd April 2022. RT proposed to accept the minutes.

5. Matters arising from minutes of the last WASACRE meeting

Any matters arising from the meeting will be discussed or considered within our meeting today.

- RS stated that WASACRE had received queries linked with ASCs and acknowledged the delay in some ASCs due to the change of councils after the local elections. If any assistance is required, please contact RS or AP.
- With regards to the action on Page 8 for LB to send an email regarding the legislation, RS thanked LB for the email and confirmed that LB's email had been forwarded to the Welsh Government and will be addressed in the meeting today.
- RT expressed concern that with the continuation of the meeting using TEAMS there is no facility for Welsh translation. This does not adhere with the constitution. RS confirmed this has been discussed and will be on the agenda for the next Executive meeting, in early October, the return to face-to-face meetings for WASACRE meetings will be an agenda item.

6. Update on Professional Development materials

TaS gave the following update regarding the Professional Development materials.

TaS reminded the group of the presentation, given by TaS and LJ, at the last WASACRE meeting which detailed the work currently being undertaken by WASACRE and the Welsh Government.

On 26th April 2022, WASACRE led a Welsh Government Policy Insight event at which the draft professional learning playlists were shared. The event was well attended with n=105 attendees. The comments received during and after the event were very positive.

TaS recommends the WASACRE members to visit HWB and view the recording of the event. In particular, to listen to Kevin Palmer, Deputy Director Pedagogy Leadership and Professional Learning, Welsh Government. Kevin gave an important introduction of the event and demonstrated his support for RVE.

It was emphasised in the last WASACRE meeting the importance of the quality assurance (QA) process in the development of the resources. The ongoing QA team includes four WASACRE Executive Members as well as the Welsh Government colleagues. In addition to this, there is an external reference group who are reviewing the playlists in the final draft stages and HWB will be reviewing the playlists which also need to be translated into Welsh. TaS acknowledged it is a long process before playlists can be published and hence publication is slightly behind schedule.

In terms of publications dates, the resources will be published in three batches:

- ⇒ Group 1 will be published at the beginning of September. Group 1 consists of 'the 'What's New?' modules – for Head Teachers, Early Years, Primary, Secondary and ALN.

- ⇒ Group 2 will be published shortly after group 1 and consists of 3 modules: RVE and numeracy; digital competency and literacy.
- ⇒ Group 3 will follow in the autumn term – which includes RVE and the humanities and progress in and approach to pedagogy module for Head Teachers.

The project team are very pleased with the quality of the playlists. It has been hard work for the team and for the teachers writing the resources. The Teachers were receptive to feedback and are willing to continue with the process.

RS, on behalf of WASACRE, thanked the teachers, who have worked tirelessly on the playlist, and also thanked the team, who are conducting the monitoring and support. RS asked that WASACRE's appreciation and gratitude are passed onto the Teachers and the team.

7. Welsh Government Matters:

Meetings

A meeting was held on Thursday 23rd June 2022. RS was unable to attend, TaS and Libby Jones represented WASACRE, and PW represented NAPfRE.

TaS provided the following feedback from this meeting. Those attending from Welsh Government were John Pugsley (JP), Head of the Curriculum and Assessment Division and Ceri Davies (CD), Relationship Manager.

A summary of the agenda items discussed follows:

1) Process for the adoption of the AS for RVE

It was confirmed that SACREs are to send the Agreed Syllabus (AS) to JP and KD. These will be held for information purposes. If an LA has not adopted the AS by 1st September 2022, the Minister of Education and Skills is to determine the next step as there is no precedent set for this situation. It is recognised that it is problematic for a number of SACREs to meet the deadline due to the delay in legally constituting the SACRE and therefore a delay in the AS adoption process.

If the LA cannot agree the syllabus by the 1st Sept 2022, the LA should contact Welsh Government. The Welsh Government will take a common-sense approach and begin a process with their legal team. Welsh Government suggests that these LAs should ask schools to refer to the RVE guidance on HWB in the meantime until the agreed syllabus can be published.

2) RVE guidance on HWB and the amendments to the legal summary on HWB.

This has already been mentioned in Item 3 'Matters arising from previous meeting'. This refers to the email from LB.

Part of the legal summary section was confusing and required clarification. The aim is not to change anything but to clarify and ensure this section is easier to read and to understand.

Prior to this Welsh Government meeting, WASACRE Executive Members sent suggested amendments to the RVE legal summary section to JP.

JP confirmed receipt and these changes are now included in a revised draft which is currently being reviewed by the Minister of Education and Skills. Changes cannot be

shared until the Minister has approved. JP is going to send WASACRE a copy of the agreed changes before they are published on HWB. This should be sent in the next week or so.

Second part of agenda item 2 was the clarification for Early Years and RVE. There are a number of terms used to define Early Years, consistency, is required. It is understood that RVE is mandatory from 3 years and should be pluralistic from the age of 3. Welsh Government colleagues are coming back to us to provide clarity for early years to ensure there is clear and standardised messaging.

3) Standard letter to schools and parents re RVE.

A number of SACREs have asked that a standard letter is sent from Welsh Government to schools and parents informing of the changes, including the removal of the parents' right to withdraw from RVE.

CD confirmed that there is a meeting this week with the communications department, and this will be discussed.

Two audiences are recognised which should receive this letter - schools and parents. There is a need to ensure correct messaging for each audience.

Welsh Government regularly communicates information in a number of different ways regarding the curriculum. The Welsh Government suggested that a one-off letter wasn't the way forward and that it would be more beneficial to have an on-going communication process. It was suggested an initial communication is to be sent before the end of term and reinforced with further communication in September.

The Welsh Government requested WASACRE's requirements with regards to the content of the communication.

It was agreed the main areas to cover:

- ⇒ Change of name.
- ⇒ Mandatory nature of RVE.
- ⇒ Pluralistic nature of RVE.
- ⇒ Need for RVE to be objective and critical.
- ⇒ Removal of the parent right to withdraw from RVE.
- ⇒ For the letter to schools to include the need to accord with the Curriculum for Wales Framework and recognition that a new approach is required. In addition, the importance of schools adhering to the locally agreed syllabus.

A number of communications will be sent to schools through Welsh Government's communication process.

TaS asked, if there is anything that WASACRE members see as problematic, to inform TaS and the detail can be fed back to the Welsh Government.

4) RVE resources.

As RS mentioned in the quiet reflection with the new approach, there are numerous challenges.

WASACRE needs to ensure the provision of appropriate resources to support schools and reflect the RVE guidance and the Curriculum for Wales. Welsh Government is publishing a guidance pack shortly on resources.

When new resources have been published, the resources will be reviewed by a review panel before they are accepted for publication on HWB. This refers to classroom-based resource as well as PL resources. The best ways to provide useful support for practitioners, is very much on the Welsh Government's agenda.

5) Plans for ITE

PW raised the issue that PL is being developed for RVE within schools and among practitioners but what about the ITE sector.

Welsh Government explained that the ITE sector is Kevin Palmer's remit. This topic will be returned to over the next year. It was agreed that RVE playlists currently under development will be of use for the ITE Sector.

6) Circular 1094

Welsh Government confirmed that there are no immediate plans to revise 1094 although the issues of being outdated is recognised. For now, the following statement holds true – 'RVE 1094 is no longer relevant it is being moved across to the Curriculum for Wales Guidelines and Framework'. Welsh Government requests it is not referred to in terms of RVE. However, 1094 still relevant for collective worship.

In conclusion, TaS mentioned the meeting was very positive and productive. As a result, it was agreed to hold these meetings, between WASACRE, NAPfRE, and Welsh Government on a termly basis. The next meeting will be held in September and the length of the meeting is to be increased to one and half hours.

RS thanked TaS for the update and mentioned it was encouraging to see that Welsh Government value the role of WASACRE and NAPfRE.

JHR: Is the Welsh Government sharing the information regarding 1094 with LA's?

ACTION: TAS to ask Welsh Government whether the information regarding 1094 is to be shared

LB: Will a draft of the changes in the legislative summary be made available for checking?

RS: The proposed changes in the legislative summary will be sent to WASACRE before it is published.

PW: Confirmed that the proposed draft will be sent to WASACRE executive for approval and that it won't involve a consultation process.

PW: Pleased with the QA process for the resources on HWB. Welsh Government is also looking at the current resources available on HWB and conducting a quality check.

8. NAPfRE Presentation – Partneriaeth Consortium

JHR is Head of Social Science at a Bishop Gore Comprehensive School in Swansea. In the last year, JHR has been seconded for two days per week as RE / RSE advisor within Swansea. From September 2022, JHR is relinquishing her teaching commitments to take on the role of RVE and RSE advisor for Swansea, Pembrokeshire, and Carmarthenshire.

JHR presented Swansea Council professional learning offer for RVE for the past year. In summary:

4 PL sessions held across primary and secondary, which were well attended with 80 -100 colleagues. The recordings have been shared with colleagues across the region.

- March 2022: Guidance, unpicking RVE, the agreed syllabus
- May 2022: Curriculum planning for excellence
- June 2022: Sharing effective practice
- July 2022: Open Session for RVE Q&A – yet to be held

The committed RVE network in Swansea has been joined, in the last few years, by colleagues from Neath and Port Talbot. Open forum meetings have been held, twice annually, between 15 - 20 colleagues attending. These will continue over the next academic year and hopefully return to in person sessions.

All Headteachers and Senior Leaders (Primary and Secondary) have had the opportunity to receive professional learning regarding RVE within Curriculum for Wales.

All Governors across Swansea have had the opportunity to participate in a PL session to support with their role, this will be a continual program over the academic year.

There are active faith members and termly meetings have been held with religious/worldviews leaders within the community. These were high profile events within our local authority chaired by the Director of Education and will continue over the academic year.

Swansea SACRE have representatives from all of the main faiths identified within the census 2011(Swansea data). Group A is a proactive and progressive group, interested in exploring how they can support schools and teachers with RVE.

With the publication of the anti-racism action plan by Welsh Government, a session was conducted with RE today with Primary and Secondary colleagues supporting the development of anti-racist RVE. The session explored how to decolonise the curriculum and ensure it is in line with the anti-racist action plan. It was well attended in January with over n=100 colleagues. The Local Authority is funding repeats of the training in July with over n=50 colleagues currently signed up.

January to May 2022 was spent preparing for the development of the new agreed syllabus and to hold the AS meetings after the May local government elections.

During that time the agreed syllabus was co-constructed with all stakeholders:

- ⇒ A teachers' audit was undertaken which produced relevant findings that have been fed back into the AS process.
- ⇒ A pupil voice was undertaken using questions used from the RVE quality mark award. This produced rich findings to feed into the AS process.

- ⇒ Gained legal guidance .
- ⇒ Decision was made to review the process annually. Aware that not all schools will be moving forward with Curriculum of Wales in September, approx. 50% of secondary schools are not. Need to ensure the AS is constantly reviewed until it is firmly embedded and supports our curriculum designers in schools.
- ⇒ Received funding and currently working on RVE resources to support schools in developing their RVE curriculum. The priority is to ensure schools and teachers have the subsidiarity and flexibility that the curriculum allows and provide suggestions with regards to designing the curriculum to ensure it is subjective, pluralistic, and critical. Teachers across Swansea have been involved in the development and pilot work is being undertaken prior to publication in September.

Moving forward, currently working with schools and teachers in reviewing the PL offer for this year and what other support is required in providing excellent RVE. This will be utilised in setting up the RVE PL offer for 2022/2023.

JHR explained that the work has been collaborative across three LA's, Swansea, Pembrokeshire, and Carmarthenshire.

JHR introduced Julian Nicholls, Humanities Lead Advisor for Partneriaeth – a partnership across these three LA's - Swansea, Pembrokeshire, and Carmarthenshire. JN's role as an advisor is to support teachers and pupils for the new curriculum and new qualifications. JN ensures the teachers' voice is part of the RVE. Also supporting the practitioners with the changes to national priorities with regards to anti racism and decolonising the curriculum

JN provided an update:

- ⇒ RVE partnership
 - Supporting colleagues and discussing their requirements with regards to the changes to RVE to ensure coherence across Partneriaeth.
 - Ensuring humanities leads who may not be RVE specialists are supported
 - Responsive to the needs of teachers. Ensure teachers and leaders are involved from the outset.
 - PL on learning, progression, and assessment which places curriculum guidance in context with RVE.
 - Developing and growing examples and modelling good practice.

⇒ Anti-Racism

- Regional PL programme putting Anti-racism at every level of leadership and practice.
- Strategic approach to professional learning with DARPL, Universities, Race Council Cymru and other partners.
- PL for Leaders and teachers in decolonising the curriculum.
- Working with HEIs to provide opportunities for Close to Practice Enquiry for schools.

RS thanked JHR and JN for their presentation. Good to hear of the work supporting teachers with the new curriculum both with RVE and the anti-racism plan.

LB: How is the legal obligation reflected in the materials being produced?

JHR: Confirmed that the PL across Swansea has been focused on RVE and the legislations to ensure it is pluralistic, objective, and critical.

RB: It was mentioned that some Head of Humanities are not necessarily RVE specialists, is this a common issue?

JN: Not sure of the numbers but see this as an opportunity to support and advise those individuals without RVE specialism by adding an additional layer of support.

RB: It is key to the roll out of the curriculum that Heads of Humanities who are not necessarily RVE specialists understand the new curriculum and requirements for balance etc.

RS: This should be monitored and observed to ensure every school has the correct guidance and support either through Heads of Humanities or through other ways, as each setting is different.

RT: Informed the group that anti-racism materials have been created by the Methodist Church and the Free Church Council for England. It is currently being adapted for Wales and it will be translated into Welsh and available through HWB.

HS: Thanked JHR. It was mentioned an annual monitor will be undertaken. As the curriculum is locally school designed, is the evaluation to be done through Teachers or Head Teachers? How are you going to monitor this and know that a school is providing RVE? Cannot wait for ESTYN inspection report. See this as a potential issue.

RS: WASACRE, Welsh Government and ESTYN are in discussion with regards to monitoring RVE and the standard of RVE.

JHR: Preliminary conversations within SACRE meetings, talked about a number of approaches, primarily to ask the Head Teachers in their termly report to include RVE. This will be fed into SACRE meetings. In addition, the Teacher audit and Pupil voice will continue. Appreciate it is a learning curve.

AU: Anti-racism is very important but need to be careful as an American experiment with the critical race theory backfired. With regards to the word 'decolonising' which is a term commonly used, some universities are moving away from this terminology as democracy in universities is suffering. Also suggest encouraging the anti-slavery dialogue to be as local and relevant as possible.

JN: Planning to consider all perspectives to allow learners to understand from all views without shame. This will be managed with extreme care.

NB: There are recent publications detailing the use of the words and language used.

PW: With regards to anti-racism, we need to take advice from organisations such as DARPL and BAMEed Cymru.

9. Up-dates:

⇒ **REC**

KR: There is a new Executive Officer, Indy Nottage. All committee meetings have been suspended while the structure of the Committee is under review. Internal work is being carried out to assess the structure and the aims of REC. A considerable amount of work has been undertaken on the World View Projects. REC have stated that the handbook produced does not reflect the Welsh Curriculum and it should be referred to as a handbook for England. This was agreed.

Moving forward, for a future agenda item it would be beneficial to discuss the role REC plays in WASACRE and the role WASACRE plays in REC.

ACTION: At a future meeting discuss WASACRE and REC roles

⇒ **EFTRE**

PL: Recommends that the WASACRE members view the EFTRE website for updates. Interesting items around narrative and telling stories which is relevant in terms of looking at local curriculums. The EFTRE conference has been delayed until August 2023.

⇒ **REMW**

RT: RT is involved with Vaughan Salisbury and Libby Jones with adaptation of the anti-racist material into Welsh.

⇒ **NAPfRE**

PW: Met face to face for a whole day, yesterday. Really good to get back to in person with practical work in the afternoon. Responding to schools' requests and developing an exemplar RVE policy for schools. NAPfRE to share draft with WASACRE when available. Aim is to keep this document at a high level and ensure it is adaptable for schools because of subsidiarity. Basically, identifying relevant aspects of the framework and putting it into policy terms.

Other aims and objectives include work on a strategic plan and how we can strengthen our relationship with WASACRE after the impact of Covid19 and the absence of face-to-face meetings.

NAPfRE are writing to Welsh Government to ask for a review of the annual report writing process. There are many changes such as the way ESTYN work and the way GSCEs are reported, an update is needed. Could WASACRE write a letter to Welsh Government about this as well?

Talked about the Government's Anti-Racism plan. NAPfRE are to link with DARPL and BAMEed. This is a big agenda and needs to ensure RVE is contributing to this discussion and managing the right to withdraw. With the latter, there is a need to positively engage with communities who might have issue with RVE, such as Jehovah Witness and Traveller communities, to mitigate any issues with the right to withdraw being removed.

Some of advisers raised the issue of PL for non-specialists, is there enough PL available? It was previously mentioned that WASACRE was to put on a conference after the PL resources are completed. Can this be put back on agenda?

Request to have WASACRE meeting dates as early as possible as NAPfRE organises its meeting the day before the WASACRE Meeting.

RS: Agrees that the annual report process need to be updated. With regards to the PL for non-specialists, agrees this is a very important issue and WASACRE is to discuss this in the next meeting. WASACRE will aim to release dates for the meetings as soon as is possible.

RS: The concept of the conference has been put in the background but looking to reinstate within WASACRE's agenda for the coming year.

PW: NAPfRE is a large group of advisors from all LAs and other organisations. Its structure is different from years ago. NAPRE would like to work with WASACRE in developing the conference.

RS: Welcomed the help from NAPfRE with setting up the conference.

ACTION: RS to share at the Executive Meeting NAPfRE's request to write a letter to Welsh Government regarding the annual review process.

ACTION: PL for non-specialists to be included in the WASACRE agenda.

10. Report from the Executive Committee held on 17 May 2022 (Rachel Samuel)

The last meeting was held on 17th May 2022, much of the agenda has already been discussed in this morning's meeting or will be discussed at the upcoming AGM this afternoon.

There was a discussion on the constitution which is being addressed at the AGM. Nominations for the Executive Committee and the voting procedure were discussed. Voting slips have been collated. Any SACREs that have not returned their voting slips or have sent them to Libby Jones on Friday or afterwards, need to forward them ASAP to AP so they can be finalised and collated ready for our AGM.

Discussed the Welsh Government and PL resources which has already been mentioned at Agenda items 6 and 7.

A question was raised from Cardiff and the Vale with regards to the numbers of GSCEs, with a request to put on as an agenda item in the next WASACRE meeting. RS confirmed that this will be an agenda item in the coming year to look at the GSCE and A Level situation for Religious Studies and provide an update on figures. Possible discussion points as to how and why things are changing? Can the trend be reversed or is it due to a change in environment in examination with the new curriculum?

11. Correspondence

AP: Chris Abbas, of the Bahai faith, sent an event flyer for 'Freedom of Religion and Belief Conference' taking place tomorrow, St Mary's Church, Bute Street, Cardiff. Anyone interested please contact AP.

12. Any other business (to be agreed in advance of the meeting with the Chair)

RB: When discussing the move to face-to-face meetings for WASACRE, can the meetings be hybrid given the distance involved.

RS: This will be discussed at the Executive Committee meeting and the outcome reported to the WASACRE members.

ACTION: Meeting format to be discussed at next WASACRE Executive meeting.

13. Date for next meeting: Autumn 2022 TBC

DRAFT