

**Standing Advisory Council for Religious Education**

**ANGLESEY  
ANNUAL REPORT**

**September 2015 - August 2016**

Director of Lifelong Learning

Mrs Delyth Molyneux

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**SECTION 1:  
EXECUTIVE SUMMARY**

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

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

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

**1.1 Chairman's summary**

Dylan Rees  
Chairman, 2015-16

## SECTION 2: ADVICE TO ANGLESEY EDUCATION DEPARTMENT

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

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

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

### 2.2 The Locally Agreed Syllabus

Gwynedd and Anglesey SACREs have adopted the 'National Exemplar Framework for Religious Education for 5-19 year old learners' as the Locally Agreed Syllabus for Gwynedd and Anglesey (2008).

A SACRE's main function is '*...to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit.*'

Education Reform Act 1988 s.11 (1) (a)

### 2.3 How good are standards?

Anglesey SACRE monitors religious education and collective worship by:

- receiving a summary of a school's self-evaluation report in response to the key questions of ESTYN's Inspection Framework;
- analysing the Local Authority's teacher assessments and secondary examination results;
- reviewing ESTYN inspection reports for references to 'religious education' or 'collective worship';
- inviting teachers and head teachers to share their good practices with members in the termly meetings, and by
- accepting schools' invitations to attend a collective worship session.

#### 2.3.1 Schools' self-evaluation reports

SACRE members resolved at their meeting on 14 February 2011, to continue to receive copies of schools' self-evaluation of religious education and collective worship and asked head teachers to use a revised template. Anglesey SACRE, Anglesey head teachers and members of the National Advisory Panel for Religious Education (NAPfRE) have approved the new template which was redrafted in response to the new ESTYN Inspection Framework (Appendix 3.5). The SACRE clerk, who is an Education Officer for Anglesey Council is responsible for distributing and collating the self-evaluation reports. A letter was circulated (11.06.14) to all primary and secondary schools to submit their self evaluation reports to Anglesey SACRE by 22 May 2015. 12 reports were submitted during 2015-16, representing 22% of Anglesey schools.

	2013-14	2014-15	2015-16
<b>Number of reports</b>	6/53	8/53	12/53
<b>% of Anglesey schools</b>	11%	15%	22%

Before 2013, CYNNAL developed guidance and an online template for primary and secondary schools to support teachers and head teachers in their self-evaluation. The supplementary materials included success criteria, lesson observation, book review guidance, data analysis, making judgements on standards and cross curricular skills as well as exemplar questions which could be used when interviewing pupils. The Challenge Adviser who supports Anglesey SACRE, held a self-evaluation workshop in Llangefni on 11 September 2014 in order to support new religious education co-ordinators.

Twelve self-evaluation reports were submitted to Anglesey SACRE during the year. Reports were received from ten primary schools: Bryngwran, Y Fali, Llanfechell, Rhosybol, Pensarn, Amlwch, Talwrn, Y Ffridd, Y Graig and Pencarnisiog., Canolfan Addysg y Bont (a special school) and Ysgol Syr Thomas Jones, Amlwch also submitted their self evaluation reports.

The self-evaluation report is a record of the school's response to key questions 1 and 2 of the inspection framework. Schools submit their concise judgement on the main strengths of learners' achievements in religious education and note the aspects which will be addressed in the following two years in order to raise standards. They also present a concise judgement on the quality of the provision of religious education and collective worship. Following the self-evaluation process, schools awarded the following grades\*:

	How good are outcomes in Religious Education?				How good is provision in Religious Education?				How good is the provision for collective worship?			
	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory
<b>Primary</b>		6*	1			6*	1			10		
<b>Special</b>												
<b>Secondary</b>	1					1				1		
<b>Total</b>	1	6	1			7	1			11		

\*Ysgol y Fali and Canolfan Addysg y Bont did not submit a concise judgement. Ysgol Llanfechell did not submit an evaluation of standards and provision of religious education.

The self-evaluation reports reflect the requirements of Gwynedd and Anglesey SACREs by submitting evaluative comments based on specific evidence. In the best examples, the commentary was measurable and quantitative and made references to the Locally Agreed Syllabus.

### How good are outcomes in Religious Education?

The schools were able to identify good features such as:

#### Foundation Phase:

- Most Foundation Phase learners understand the main messages within religious stories, with a few able to explain the effect of these messages/lessons on individuals. (Amlwch Primary School)

- Most Y2 pupils can discuss religious vocabulary and artefacts well with a few able to do this very well. (Pensarn)
- Following visits to local places of worships, nearly all pupils are aware of the atmosphere and ethos of religious buildings, and by the end of the Foundation Phase the majority of learners can show an elementary understanding of religious symbols. (Talwrn)
- Most learners can talk about their feelings, actions and opinions by the end of the Foundation Phase and nearly half the pupils can describe and offer simple observations in response to the opinions of other people. (Y Fali)

### Key Stage 2

- Evidence in children's books and the observations following the monitoring of teaching and learning show that standards are good throughout the school. (Rhosybol)
- Many of the children respond enthusiastically to the activities and enjoy a variety of experiences. Evidence shows that many securely achieve Level 4 and very few of the children achieve Level 5 by the end of the key stage. (Bryngwran)
- Most pupils in Y3/4 are beginning to appreciate the meaning of religious symbols and they make appropriate use of simple religious vocabulary. (Y Fali)
- By the end of KS2 most learners are able to note the features that are similar or different within religions. (Amlwch)
- The pupils of Y3/4 are able to discuss Islam and Christianity well and the ability of Y5/6 to ask and answer questions about the Jewish faith is good.
- Nearly all pupils contribute well to discussions and a minority express meaningful opinions in response to religious questions. Most pupils are able to discuss the lives of religious learners and can compare the contribution made by key individuals, e.g. Mother Teresa, Grace Darling and Dr Barnado. (Talwrn)
- Y3/4 pupils have a good knowledge of other faiths. They can connect symbols and religions and can discuss these with ease and understanding. They appreciated the religious values of specific groups of people and understand the global importance of respecting these values. Their detailed studies help them to appreciate the similarities between different beliefs. In years 5/6 they build upon their previous knowledge by extending their knowledge to include descriptions and practices of specific beliefs. (Y Ffridd)
- In the early years of KS2 the majority of pupils can ask questions and talk about their own experiences, while a few can ask questions about the world around them and express their own opinions. They are beginning to realise that religion can have a negative effect on their world. By the end of KS2, many pupils are able to discuss their feelings about life, the world and the effect of religion on the world. A minority are able to express and support their observations on fundamental religious questions, declaring that religion is complex and that there are no clear answers to many of the questions. (Y Graig)
- In the early years of KS2, most pupils can describe their feelings, their actions and their own opinions and offer simple observations on other people's opinions. (Pencarnisiog)

### Special school

- ASDAN/Agored Cymru results (which include Religious Education) show that pupils make good progress across a wide range of aspects. This is supported by observations of the pupils in a range of practical situations, and in the significant progress noted in the accreditations 2012-15. (Canolfan Addysg y Bont)

## Secondary school

- The performance at KS3 is good, KS4 performance is excellent and performance at KS5 is good. Book scrutiny exercises and lesson observations show that pupils make good to excellent progress in religious education across all key stages. (Ysgol Syr Thomas Jones)

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

- Deepen KS2 pupils' awareness of religious teachings and practices within a world wide context. (Talwrn)
- Develop the understanding of Foundation Phase pupils of how religion affects the lives of believers. (Rhosybol and Y Graig)
- Develop FPh pupils' ability to think creatively as they pose important human and religious questions (Penysarn)
- Develop pupils' understanding of the connections between religious beliefs, teachings and practices by describing the effect on the lives of believers and noting the similarities and differences within and across religions. (Pencarnisiog)
- Develop pupils' ability to explain and justify their ideas more effectively during 'circle time' and to express an opinion on how their learning affects them. (Amlwch)
- Prompt the learners to use a range of sources more effectively in order to present and support arguments and opinions. (Penysarn)
- Ensure that learners make effective use of religious vocabulary (Y Ffridd)
- Develop extended writing. (Bryngwran)
- Raise standards of boys at KS3 and the quality of specific examination answers submitted by the English medium pupils at KS4. (Ysgol Syr Thomas Jones)

## **How good is the provision for Religious Education?**

The schools identified good practices such as:

- the religious education lesson observations that showed that the provision was consistently good and that the pupils benefit from wide and varied learning experiences. (Bryngwran)
- the Foundation Phase schemes of work that provided cross curricular activities within the areas of learning, e.g. the Nativity story in the 'small world area', Noah's Arch in the role play area. (Amlwch)
- the collective planning and development of Foundation Phase activities that show progression from one class to the next. (Y Fali)
- the encouragement given to Foundation Phase learners as they learn to respect sacred books and artefacts and learn about the stories and the significance of special religious events. (Y Ffridd)
- the wide range of experiences provided for Foundation Phase learners so that they can make progress in their knowledge and understanding as well as their discussion and reasoning skills. (Pencarnisiog)
- that all units of work start with the exploration of a 'big question' in order to develop learners' enquiry skills. Pupils are given cross curricular opportunities to study religious education within drama, art and language. (Amlwch)

- all KS2 year classes study a different religion (Y3 Hinduism, Y4 Judaism, Y5 Islam, Y6 Sikhism). This gives pupils an opportunity to discuss important festivals, clothing, places of worship, practices, beliefs, key people and then compare this with their own way of life, as well as the effect religion has on the world. This gives them an excellent opportunity to discuss the 'big questions'. (Y Graig)
- the way KS2 pupils come face to face with life's big questions, e.g. *Who are you? What's right?* In order to develop their enquiry skills. (Y Ffridd)
- the range of current, good quality resources and books available in the school. Video clips are also used to present aspects of the work. (Y Fali)
- the careful planning which focus on visits in order to enrich the learning, e.g. local places of worship, the Liverpool synagogue. This has had a positive effect on pupils' ability to make comparisons and to raise relevant questions. (Talwrn)
- the use made of visitors who share their experiences of pilgrimages and charitable work in other countries. (Rhosybol)
- the rich learning experiences provided for the pupils through special projects and initiatives, e.g. 'Llais Ni' (Anglesey's Youth Forum), 'Open the Book', 'Dragon Sports' 'Riding for the Disabled', 'Forest Schools'. This varied provision ensures that the learners enjoy learning and develop their essential and wider skills, particularly team work, respect and interacting with their peers and unfamiliar adults. They develop learners' confidence and helps them to overcome prejudices. These activities often lead to more permanent projects and activities that enrich the curriculum (Canolfan Addysg y Bont)
- the quality of the teaching, judged to be good/excellent based on detailed planning and a variety of teaching strategies which are used consistently throughout the department. (Ysgol Syr Thomas Jones, Amlwch)
- literacy has been mapped across the KS3 schemes of work and identify a specific focus for each term in order to develop various writing forms. This was developed alongside the Welsh department do allow pupils to use what they have already learnt within a different context. This has been judged as excellent practice. (Ysgol Syr Thomas Jones, Amlwch)

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

- revise the religious education schemes of work at Foundation Phase and KS2. (Y Fali)
- further develop pupils' awareness and exploration of the world's 'big questions' and ensure that appropriate time is allocated to the subject. (Bryngwran)
- ensure that the scheme of work is revised in order to ensure that enough time is allocated to religious education. (Penysarn)
- ensure progression within the KS2 schemes of work and use more 'big questions' in order to develop depth of understanding and pupils' enquiry skills. (Rhosybol, Pencarnisiog, Y Fali)
- continue to develop challenging activities for the more able pupils within each class. (Rhosybol, Y Ffridd)
- identify opportunities for pupils to explore cause and effect within the schemes of work. (Amlwch)
- share good practice. (Y Graig)
- continue to develop the department's Moodle website for all key stages in order to support and promote independent learning. (Ysgol Syr Thomas Jones, Amlwch)

## How good is the provision of collective worship?

All schools conform to the statutory requirements.

The schools identified good practices such as:

- the school's timetable that clearly notes the Bible stories, stories about famous benefactors and themes that give the daily collective worship session a specific focus. (Amlwch)
- that the collective worship sessions promote pupil's spiritual development by giving them a 'special time', set apart from the ordinary activities of the school...so that children had the opportunity to reflect on their own feelings. (Bryngwran)
- the opportunities provided for pupils to discuss the 'big questions' and to present their work to the rest of the pupils. These allow them to develop moral questions, aspects of global citizenship and personal and social development. We stress the need to celebrate similarities and differences. (Y Fali)
- the opportunities provided for nearly all pupils to reflect, consider moral attitudes and spiritually respond to a religious stimulus, e.g. a talk given by a member of staff, a fellow pupil or a visitor. (Talwrn)
- the way the school uses a variety of resources in order to stimulate and promote religious or spiritual discussions. Some assemblies are more religious and Christian in their ethos. Bible stories or allegories are presented to the pupils, at other times moral messages are presented. At the end of each presentation, all the children are given the opportunity to contribute to the discussions or to share their experiences. Specific time is given in many of the collective worship sessions for pupils to reflect on the morning's message.
- The opportunities to explore morality, spirituality and faith while at the same time nurturing a community spirit and promoting ethos and values. (Rhosybol)
- The significant contribution made by collective worship to develop children's spiritual, moral, social and cultural development. Opportunities are also given to develop aspects of PSE, Global Citizenship and the Cwricwlwm Cymreig as an aspect of the worship. Most sessions succeed to create an ethos and atmosphere which is different from the school's daily activities. (Pencarnisiog)
- The varied presentations and assemblies that encourage pupils to come to fair and tolerant decisions as they explore the diverse society in which we live. (Canolfan Addysg y Bont)

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

- Further develop the ethos of the daily worship so that it always reflects something that is different from the daily activities of the school. (Y Ffridd)
- Strengthen the idea that the collective worship session is something important and devotional to all. (Y Graig)
- Build upon the good practice by providing more opportunities for pupils to independently provide a moral aspect to the collective worship sessions. (Talwrn, Bryngwran)
- Ensure that the good practices are replicated in all collective worship sessions. (Rhosybol)
- Ensure that pupils are able to discuss their beliefs and that a minority are able to discuss the moral message in each collective worship session. (Penysarn)
- Ensure a greater focus on developing global citizenship in the collective worship sessions. (Llanfechell)

- Discuss the collective worship sessions with all members of staff by organising non-contact time for them to plan collectively for these sessions so that themes can be identified which reflect the work and themes studied by the classes. (Y Fali)
- Delegate and share the responsibility and accountability of all members of staff in providing collective worship. (Bryngwran)
- Ensure that the class/Foundation Phase departmental collective worship session meets the statutory requirements. (Y Graig)

#### SACREs Recommendations to Anglesey Council

- Develop co-ordinators' and subject leaders' knowledge and understanding of RE and their management skills so that they can make improvements within their schools;
- Ensure that schools can access guidance and good practice that will improve religious education outcomes of their pupils and the quality of the religious education.

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

#### Teacher assessments: Religious Education KS3

Departments judge pupils' attainment on the basis of the year's work, specific assessment tasks and tests and use the findings of the national moderation programme (2013-12) and Welsh Government guidance to verify their judgements:

- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 and KS3 in Religious Education: Supplementary Guidance (2011)

The Welsh Government does not collect KS3 Religious Education data, so it is inappropriate to compare the performance of Gwynedd schools with schools across Wales. However, CYNNAL does collect KS3 data on behalf of Anglesey (A), Gwynedd (G)\*.

Year	Schools	Pupils		%L5+		%L6+		%L7+	
		Anglesey	A+G+C	Anglesey	A+G+C	Anglesey	A+G+C	Anglesey	A+G+C
2015	5(5)+13(14)	648		89.2		54.9		15.4	
2014	5(5)+11(14)+0(0)	611	1,659	87.7	91.7	44.4	55.3	17.2	19.6
2013	5(5)+5(14)+1(7)	675	1,242	86.4	88.7	68.5	52.3	13.8	18.2
2012°	5(5)+13(14)+4(7)	657	2,577	74.0	82.7	51.4	43.2	6.8	12.5
2011	3(5)+11(14)+2(7)	378	1,773	76.7		40.9		10.1	

\* By the end of the Summer term 2015, every secondary school in Anglesey had submitted KS3 performance data, 13 out of 14 secondary schools in Gwynedd. Special schools did not submit teacher assessments for religious education.

° The moderation of religious education portfolios was completed in Summer 2012. This suggests therefore that there is a consistency in schools' understanding of the attainment levels.

- All schools submitted end of KS3 teacher assessment data for Religious Education. The special schools (Yr Hafan acnd Ysgol y Bont) did not submit assessment data for Religious Education;
- 648 KS3 pupils were assessed in the summer term of 2015;
- 89.2% of Anglesey KS3 pupils attained Level 5+ in religious education. This represents an increase of 1.5% since 2014. The percentage of pupils attaining L5+ varied from 82.2% to 91.1%;
- 54.9% of Anglesey KS3 pupils attained Level 6+ in religious education. This represents an increase of 10.5% since 2014. The percentage of pupils attaining L6+ varied from 37.4% to 66.9%;
- 15.4% of Anglesey KS3 pupils attained Level 7+ in religious education. This represents a fall of 1.8% since 2014. Level 7 was awarded to pupils in all schools and the percentage of pupils attaining L7+ varied from 7.5% to 27.3%;
- Learners have attained L3 or below in 2 schools.
- Pupils were awarded L8 in religious education in one schools.

### GCSE Results: Religious Studies (full course)

The data represents the candidates who were 15 years old or older in January 2014

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

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

### Good results

- 150 candidates from 5 schools in Anglesey. The average subject score of 46 shows a fall of one point since 2014.
- The number of candidates varies from 11 pupils in one school to 52 in another.
- 45.3% of the candidates were awarded A\*/A (excellence). The percentage has fallen 7.3% since 2014.
- 82% of the candidates were awarded a Level 2 qualification (A\* - C) which is less (-4.1%) than the percentage of candidates awarded L2+ in 2014. All candidates have attained a Level 1 qualification.
- More girls than boys choose Religious Studies as a GCSE optional subject (B 53 : G 97).
- The results achieved by the girls are better than those achieved by the boys. The average score achieved by the girls is 47 in comparison with the average score of 44 achieved by

the boys, the difference 3 points is less than the gap between boys and girls in 2014. 8+ represents a GCSE grade. However this year's L2 results suggest that the difference between the percentage of boys and girls who achieve grades A\* to C (1.4%) has decreased significantly since 2014. The gap between the percentage of boys and girls attaining A\*/A is 17.5% which is greater than the difference observed in 2014 (14.8%).

### GCSE Results: Religious Studies (short course)

This data represents the pupils who were 15 years old or older on January 2010. These pupils have chosen to claim their points on the completion of their GCSE short course instead of continuing their studies for a second year. Very few schools offer the GCSE Religious Studies short course as an accreditation for the statutory KS4 Religious Education course.

Anglesey Secondary Schools	Number of schools	Number of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2014	1	6	28	34	50.0	71.4	67.6	0.0	0.0	0.0	0.0	0.0	0.0	23	26	25
2013	2	11	32	43				72.7	84.4	81.4	100	100	100	21	25	24
2012	3	4	3	7				50.0	66.7	57.1	100	100	100	19	21	20
2011	2	32	37	69	0.0	0.0	0.0	65.6	86.5	76.8	100	100	100	20	24	22

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

- Encourage secondary departments to respond to any messages identified as a result of analysing schools' internal and external performance data;
- Ensure that religious education teachers are able to access the subject guidance of the WJEC examination board and provide opportunities for them to work together in order to prepare for the new GCSE and A level examination specifications.
- Facilitate professional learning communities for religious education teachers in order to share good practice, observe lessons and scrutinise books together or to establish meaningful partnerships with their colleagues within the primary sector.

### 2.3.3 ESTYN Inspection Reports

7 primary schools Anglesey were inspected by ESTYN during 2015-16

School	Date	Care, support and guidance (2.3) <i>Is there a reference to spiritual, moral, social and cultural development?</i>	Care, support and guidance (2.3) <i>Is there a reference to collective worship?</i>	Learning experiences (2.1) <i>Is there a reference to Religious Education?</i>	Working with partnership (3.3) <i>Is there a reference to local religious communities?</i>
Llanerch y medd	September	✓	✓ <sup>1</sup>	✓	✗
Y Borth	October	✓	✓ <sup>2</sup>	✓	✓
Carreglefn	October	✓	✓ <sup>1</sup>	✓	✓
Rhosneigr	November	✓	✓ <sup>2</sup>	✓	✗
Llandegfan	December	✓	✓ <sup>2</sup>	✓	✓
Y Ffridd	January	✗	✗	✓	✓
Pencarnisiog	February	✓	✓ <sup>2</sup>	✓	✗

1. The report refers to 'services' not collective worship sessions.
2. The reports refer to 'corporate' worship instead of collective worship

The reports note that:

- nearly all schools promote pupils' social, moral, spiritual and cultural development effectively;
- nearly all schools provide valuable collective worship sessions;
- many schools plan purposely in order to provide learning experiences that fulfil the requirements of the National Curriculum, the foundation Phase and the agreed syllabus for religious education well. However there were no religious education plans in place for pupils in the Foundation Phase at Ysgol Gymuned Garreglefn and the current schemes of work at Ysgol Pencarnisiog do not always ensure that all aspects of the National Curriculum and the agreed syllabus for religious education are implemented fully.
- many schools have established valuable partnerships between the school and local religious communities, (Y Borth, Rhosneigr, Carreglefn, Llandegfan and Y Ffridd)

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

- Ensure that Ysgol Garreglefn and Ysgol Pencarnisiog receive appropriate support in order to help the staff and governors provide an interesting and relevant religious education for all pupils.

## 2.4 Response of Local Authority

Mr. Gareth Jones, education officer for Anglesey Council ensures that any guidance or recommendations made by Anglesey SACRE is communicated directly to the primary and secondary head teachers. Anglesey Council has commissioned GwE (School Effectiveness and Improvement Service) to support Anglesey SACRE meetings and to represent SACRE in regional and national meetings.

Teachers were invited to share good practice during the year. The RE head of department from Ysgol Syr Thomas Jones gave a presentation on 'Maintaining and Improving standards at GCSE' and the headteacher of Ysgol y Borth outlined the learning experiences provided to Foundation Phase pupils as they learnt about 'People, Beliefs and Questions'.

An action plan for Anglesey SACRE was developed during the Summer meeting (2016) and this outlines the four priorities for 2016-17 (see appendix 3.8). The priorities were identified during the discussions held throughout the year and in the Annual SACRE reports of 2014-15 and 2015-16. However during a period of budget cuts, there is no longer a local advisory service which can provide support and training for teachers who teach religious education and it is increasingly difficult for SACRE to be able to advise and support schools.

Priority 1: Develop good leadership in religious education and collective worship

Priority 2: 'Success Futures': Donaldson's Recommendations and Religious Education

Priority 3: support secondary teachers as they prepare and deliver the new GCSE RS syllabus

Priority 4: Promote good quality collective worship.

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

- Ensure that the challenge adviser provides termly workshops to support subject co-ordinators and the self-evaluate religious education and collective worship in their schools.
- Respond to the priorities of the 2016-16 action plan.

## 2.5 Religious Education and the Welsh Government

The Welsh Government has published and distributed guidance documents to support RE teachers:

- <http://wales.gov.uk> > search for Religious Education
- The National Exemplar Framework for Religious Education in Wales (2008)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 and KS3 in Religious Education: Supplementary Guidance (2011)
- Religious Education: Guidance for 14-19 year old learners (2009)
- People, Questions and Beliefs: Religious Education in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://cbac.co.uk>)

During 2014-15, Professor Graham Donaldson was commissioned to undertake an independent review of the curriculum and assessment arrangements in Wales. Anglesey SACRE has contributed to the consultation process of the 'Great Debate' and has discussed the recommendations of the report, 'Successful Futures' published in February 2015.

The Wales Association of SACRES is represented on the Welsh Government's Strategic Stakeholders Group and the National Advisory Panel for Religious Education (NAPfRE) has held a meeting this year with representatives from the Welsh Government's Curriculum Department as they support the pioneer schools and develop a Curriculum for Wales. Miss Bethan James, the GwE challenge adviser who supports Gwynedd and Anglesey SACREs is currently working with other NAPfRE members in order to help teachers prepare for the new curriculum

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

- Ensure that RE teachers are aware of the guidance documents available and act on the guidance.
- Encourage Anglesey religious education teachers and SACRE members to contribute fully to any review of the curriculum and assessment arrangements.

## **2.6 Religious Education and ESTYN**

Gwynedd SACRE recommends the following resources to RE teachers and head teachers:

- [www.estyn.org.uk](http://www.estyn.org.uk);
- Religious Education in Secondary Schools (ESTYN, June 2013), and,
- Supplementary Guidance: collective worship in non-denominational schools (2011).

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

- Ensure that schools and secondary RE teachers are aware of the findings of the ESTYN report and act on the recommendations.

## **2.7 SACRE's function in relation to collective worship**

Welsh Office Circular 10/94 notes that the LEA should work with SACRE to keep an eye on the daily collective worship provision, and should consider with it any steps which may be taken to improve such provision.

The collective worship must be "of a broadly Christian character". The "determination" procedure permits the suspension of these requirements in relation to some or all of the pupils in a school where they are deemed inappropriate. .

- SACRE members and Anglesey schools have received collective worship guidance documents:
  - 'Supplementary guidance for inspecting collective worship in non-denominational schools' (ESTYN, June 2013);
  - Guidance on Collective Worship (WASACRE, June 2012).
- Anglesey SACRE monitors standard of collective worship in schools by reviewing schools' self-evaluation reports;
- Anglesey SACRE recommends that schools use a range of resources in order to provide meaningful collective worship sessions for their pupils:

- CYNNAL's Moodle site: guidance, exemplar timetables, a list of useful books and websites, exemplar materials provided by local primary schools;
- Christian Aid's monthly collective worship resources are distributed in the e-bulletin to every primary, secondary and special school in Anglesey.

Since the end of the provision of advisory support for religious education in March 2013 Gwynedd and Anglesey SACRE members have considered alternative methods of fulfilling their duties to monitor standards and advise the education authority. Ten members responded to a questionnaire circulated to Anglesey SACRE members (28.06.14). An analysis of the responses shows that:

- all Anglesey SACRE members feel confident in their understanding of the statutory requirements for collective worship in schools:
- many members are prepared to attend collective worship sessions in a sample of schools every term.

In response to the recommendations made by Anglesey SACRE, the Education Authority has corresponded regularly with all schools asking them to invite SACRE members to attend a collective worship session. Members agreed (6.10.15) to trial a pro-forma to collate their observations during their school collective worship visits this year. The Anglesey Primary Strategic Group has condoned the use of the pro forma (Appendix X) and a copy was distributed to every school. One member has attended a collective worship session this year at Canolfan Addysg y Bont.

## **Determinations**

There was no request from any school for a determination in relation to collective worship

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

- Ensure that schools conform to the statutory requirement for collective worship and provide quality collective worship sessions;
- Encourage schools to invite members of Anglesey SACRE to attend collective worship sessions;
- Ensure that schools receive copies of 'Supplementary guidance: collective worship at non denominational schools' (ESTYN) and 'Collective Worship Guidance' (WASACRE);

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

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

**Christians and Other Faiths, namely,**

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

**Teachers, namely;**

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

**Elected members**

## 3.2 SACRE membership of Anglesey 2015-16

### Christians and Other Religions

The Methodist Church

Deacon Stephen Francis Roe

Rev. Kate McClelland (Summer 2016)

Union of Welsh Baptists

Mrs Catherine Jones

Presbyterian Church of Wales

Mr Rheinallt Thomas

Church in Wales

Ms Kirsty Williams

Union of Welsh Independents

Prof. Euros Wyn Jones

The Catholic Church

Mr Christopher Thomas

### Teachers' Unions' representatives

Association of School and College Leaders (ASCL)

~~Mr Alwyn Watkin~~

Welsh National Union of Teachers (UCAC)

Mrs Mely Edwards (Ysgol Syr Thomas Jones)

National Association of Schoolmasters and Union of Women Teachers (NASUWT)

~~Ms Miriam Armatron~~

National Union of Teachers (NUT )

~~Ms Eirion Hughes~~

Association of Teachers and Lecturers

~~Ms Catherine Williams~~

National Association of Head teachers (NAHT)

~~Ms Elizabeth Williams~~

Co-opted

Alison Jones (Ysgol Parch T Ellis)

Bethan Ll Jones (Ysgol y Graig)

Manon Morris Williams (Ysgol Llangaffo)

Heledd Hearn (Ysgol Uwchradd Bodedern)

### Local Members

Councillor W T Hughes

Councillor Gwilym O Jones

Councillor R Llewelyn Jones

Councillor Alun Mummery

Councillor Dylan Rees (Chairman)

Councillor Dylan Rees

Councillor Alwyn Rowlands

### Co-opted members (non voting)

Rev. Elwyn Jones

Sunday School Council

### Officers

Mrs Delyth Molyneux

Director of Lifelong Learning

Mr Gareth Jones

Education officer and SACRE clerk

Miss Bethan James

Humanities Adviser CYNNAL

Mrs Ann Holmes

Committee officer

### 3.3 SACRE meetings 2015-16

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

06 October 2015  
23 February 2016  
12 July 2016

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

**a) Meeting held on 6 October 2014**

- Collective worship – schools’ response to the pro forma
- ESTYN inspections: Morswyn, Bodffordd, Llangaffo
- Self-evaluation reports: Bryngwran, Y Fali, Rhosybol, Llanfechell
- Presentation: Maintaining and raising standards in GCSE Religious Studies by Mefys Jones Edwards (Ysgol Sir Thomas Jones)
- Anglesey SACRE’s Annual Report (draft) 2014-15
- Anglesey SACREs action plan
- Welsh Government’s plans for Religious Education – correspondence following press reports August 2015
- Wales Association of SACREs: submit a report for the meeting held at Mold, Fflint on 25 June 2015.
- Religious Education results

**b) Meeting held on 23 February 2014**

- Welsh Government’s plans for Religious Education – correspondence
- ESTYN inspections: Llanerchymedd, Y Borth, Rhosneigr, Carreglefn, Llandegfan
- Self-evaluation reports: Penysarn, Talwrn, Y Graig, Canolfan Addysg y bont, Amlwch, Y Ffridd
- Religious Education results
- GCSE Religious Studies (WJEC) - correspondence
- Wales Association of SACREs: submit papers for the meeting held in Ebbw Vale on 25 November 2015.

**c) Meeting held on 23 July 2015**

- Presentation by Ysgol y Borth – People, Beliefs and Questions and the provision for Foundation Phase pupils.
- Anglesey SACRE action plan
- GCSE Religious Studies – correspondence
- ESTYN inspections: Ysgol y Ffridd, Pencarnisiog
- Self-evaluation reports; Pencarnisiog, Ysgol Syr Thomas Jones
- Update by the Challenge Adviser
- Wales Association of SACREs: submit papers for the meeting to be held at Haverfordwest on 8 March 2016 and an oral report from representatives who attended the meeting held at Rhyl, Denbighshire on 23 June 2016.

**3.3.1** Anglesey SACRE has affiliated with the Wales Association of SACREs and its members regularly attend meetings held by WASACRE.

The following representatives attended WASACRE meetings during the year:

- Mr Rheinallt Thomas (a member of WASACRE executive committee)

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

- Miss Bethan James, GwE challenge adviser

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

Mrs Delyth Molyneux, Director of Lifelong Learning

Mr Gareth Jones, Education Officer and SACRE clerk

Miss Bethan James, system leader (GwE)

Mrs Ann Holmes, Committee Officer who minutes and administers SACRE on behalf of Anglesey Council.

Enquiries should be sent to the SACRE Clerk at the Education and Leisure Department, Ffordd Glanhwfa, Llangefni. LL77 7EY

### **3.3.3** The SACRE report was sent to the following organisations:

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

- Department for Education and Skills, Welsh Government
- Council website for Anglesey schools
- Wales Association of SACREs

#### **A copy was distributed to:**

- Members of Anglesey SACRE

## **3.5 Template used by Anglesey SACRE for a school's self-evaluation of standards in religious education**

### **Rationale**

Religious Education is locally controlled by a Standing Advisory Council on Religious Education (SACRE). It is made up of three committees: representatives of the principal religious traditions of the area, teacher representatives and local authority representatives. SACRE's main function is, "to advise the authority upon such matters connected with religious worship in county schools and the religious education to be

given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit.” (Education Reform Act 1988 s.11(1)(a))

Anglesey SACRE believes that this advice should be based on current information and hopes that the following guidelines will enable headteachers to support SACRE in its duties.

In the past Anglesey SACRE has monitored religious education and collective worship by:

- reviewing ESTYN inspection reports;
- analysing the assessment and examination results within the secondary schools of the Local Authority;
- receiving regular reports from the representatives of the local school advisory service;
- inviting teachers and headteachers to share examples of good practice with SACRE members.

The new ESTYN Inspection Framework will no longer make specific references to Religious Education and collective worship. Anglesey SACRE would therefore like to take advantage of the procedures and practices that are currently used by headteacher and teachers as they prepare for the new Inspection Framework. It was resolved at the Anglesey SACRE meeting on 14 February 2011 that it would fulfil its statutory responsibilities by inviting schools to share their self evaluation of Religious Education, collective worship and pupils’ spiritual and moral development with SACRE members.

Primary and secondary schools are kindly asked to submit a summary of the school’s self evaluation to the clerk of Anglesey SACRE during the year when they are inspected by ESTYN.

**Contact details:**  
**Name (SACRE Clerk): Gareth Jones**  
**Address:** Education and Leisure Department, Ffordd Glanhwfa, Llangefni. LL77 7EY

Since 2008 the SACREs of Wales have adopted or adapted the National Exemplar Framework for Religious Education (DCELLS 2008) as their locally agreed syllabus. Members of the National Advisory Panel for RE have welcomed this consistency across Wales since it has allowed them to work together to prepare generic guidelines for schools and SACREs. Many SACREs in Wales have adopted a monitoring procedure/process similar to the one noted in this document.

**Name of School:**

**Religious Education**

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

- Self-evaluation is based on lesson observations, evaluation of pupils’ work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results.

**References:** ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education, Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Guidance and Exemplar Profiles (2011), 14-19 year old Learners (2009), Religious Education: Report of the Chief Moderator (WJEC).

**Standards in Religious Education – progress in learning**

**Standards in skills: literacy, numeracy, ICT and thinking**

<b>Areas for Development</b>							
Excellent		Good		Adequate		Unsatisfactory	

<b>Key Question 2: How good is provision in Religious Education?</b>							
<ul style="list-style-type: none"> <li>A self-evaluation should consider the following indicators: the time allocated to the subject, the subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.</li> <li>An evaluation of lesson observations and pupils' work will allow schools to make a judgement on the quality of the teaching of Religious Education, and the extent to which pupils are motivated and challenged to achieve highly.</li> <li>In primary schools references should be made to the provision of 'People, Beliefs and Questions' for Foundation Phase learners as well as Religious Education at KS2.</li> <li>In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).</li> </ul>							
<b>References:</b> ESTYN Inspection Framework 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education, Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Guidance and Exemplar Profiles (2011), 14-19 year old Learners (2009), Religious Education: Report of the Chief Moderator (WJEC).							
<b>The teaching: planning and range of strategies</b>							
<b>Provision of skills: literacy, numeracy, ICT and thinking</b>							
<b>Areas for Development</b>							
Excellent		Good		Adequate		Unsatisfactory	

<b>Collective Worship</b>							
<b>Key Question 2: How good is provision in Collective Worship?</b>							
<b>Does Collective Worship meet the statutory requirements?</b>						Yes	No
<b>References:</b> ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' (September 2013), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94), Guidance on Collective Worship (WASACRE 2012)							
<b>Good features in relation to the quality of Collective Worship</b>							
<b>Areas for Development in relation to the quality of Collective Worship</b>							
Excellent		Good		Adequate		Unsatisfactory	

Signed: (Head teacher)

Date:

### 3.6 Guidance for interpreting external examination data

#### What does the GCSE (full course) table show?

<p>Number of candidates</p> <p>B G <math>\Sigma</math></p>	<p>This column shows the number of boys (B) and girls (G) who have followed a full GCSE course in Religious Studies and who have sat the examination this year. The <math>\Sigma</math> symbol shows the total number of candidates.</p>
<p>% Excellence</p> <p>B G <math>\Sigma</math></p>	<p>This column shows the percentage (%) of boys (B) and girls (G) who have gained an A* or A in Religious Studies this year. The <math>\Sigma</math> symbol shows the total number of candidates.</p>
<p>% L2</p> <p>B G <math>\Sigma</math></p>	<p>The range of qualifications available to candidates has led to a revised method of comparing the standards of the various qualifications. The Level 2 qualification represents A* to C grades in GCSE courses. This column represents the percentage of boys (B) and girls (G) that have achieved an A* to C grade in Religious Studies this year. The <math>\Sigma</math> shows the total number of candidates.</p>
<p>% L1</p> <p>B G <math>\Sigma</math></p>	<p>The range of qualifications available to candidates has led to a revised method of comparing the standards of the various qualifications. The Level 1 qualification represents A* to G grades in GCSE courses. This column represents the percentage (%) of boys (B) and girls (G) that have achieved an A* to C grade in Religious Studies this year. The <math>\Sigma</math> shows the total number of candidates.</p>
<p>Average subject score</p> <p>B G <math>\Sigma</math></p>	<p>Each grade is worth 6 points. Therefore an A* grade is equivalent to 58 points and a C grade is worth 40 points. The average score of all the subjects shows how this group of pupils (those who have sat Religious Studies in the school) have performed in all their subjects. . The total number of points gained by the pupils is divided by the number of pupils who have sat the examination in the school. This column therefore represents the average score of boys and girls in Religious Studies in the school and in the local authority. The <math>\Sigma</math> symbol represents the total number of candidates.</p>

#### What does the GCSE (short course) table show?



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

Any other comment :

3.7: Anglesey SACRE Action Plan 2016-17

Anglesey SACRE Annual Report 2014-15/2015-16	Action points 2016-2017 LA (Local authority) CA (Challenge adviser) SM (SACRE members)	Evidence	Outcomes	
Develop good leadership in religious education and collective worship.  Page 7	<ul style="list-style-type: none"> <li>Provide a termly workshop for RE co-ordinators (CA)</li> <li>Establish a self evaluation timetable, process and procedure (LA)</li> <li>Scrutinise schools' self evaluation reports and share the main messages in the annual report (SM)</li> </ul>	<ul style="list-style-type: none"> <li>Self evaluation guidance</li> <li>Self evaluation timetable and procedures</li> <li>Schools' self evaluation reports</li> <li>Minutes of SACRE meetings</li> </ul>	<ul style="list-style-type: none"> <li>Nearly all schools will have submitted a self evaluation report on standards of religious education and collective worship by summer 2017.</li> <li>SACRE will have prepared a termly and annual summative report on the standards of o RE and collective worship.</li> </ul>	  
'Successful Futures' (Donaldson Recommendations) and Religious Education  Page 12	<ul style="list-style-type: none"> <li>Represent Anglesey in any National discussions relevant to developing the new curriculum and assessment arrangements (CA+LA+SM)</li> <li>Contribute to any local discussions to plan learning experiences that respond to the Locally Agreed Syllabus and the principles of 'Successful Futures' (CA+LA+SM)</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of SACRE meetings</li> <li>SACRE correspondence and guidance to schools</li> <li>Examples of good practice</li> </ul>	<ul style="list-style-type: none"> <li>Religious Education given due consideration as schools revise the curriculum and assessment arrangements.</li> <li>The provision of religious education in all schools is good or very good.</li> <li>Standard of religious education in all schools is good or very good.</li> </ul>	  
Support secondary teachers as they prepare and deliver the new GCSE RS syllabus  Page 10	<ul style="list-style-type: none"> <li>Support secondary RS teachers in any discussions with WJEC and Qualifications Wales (CA+LA+SM))</li> <li>Support the work of the Regional RS GCSE Leader (Mefys Jones) (SM)</li> <li>Encourage all RS GCSE departments to participate in any local or regional school to school working groups. (SM)</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of SACRE meetings</li> <li>SACRE correspondence and guidance to schools</li> <li>Examples of good practice</li> </ul>	<ul style="list-style-type: none"> <li>RS GCSE teachers and candidates feel confident in responding to the new GCSE RS syllabus.</li> <li>Schools' self evaluation reports note that the standards and provision of RE and RS at KS4 is good or excellent.</li> <li>RS GCSE results are consistently good or very good.</li> </ul>	  
Promote good quality collective worship  Page 13	<ul style="list-style-type: none"> <li>Ensure that schools conform to the statutory requirements and provide good quality collective worship. (LA+SM)</li> <li>Encourage schools to invite Anglesey SACRE to attend collective worship sessions. (SM)</li> </ul>	<ul style="list-style-type: none"> <li>Correspondence to schools</li> <li>Oral reports of SACRE members</li> <li>References to collective worship in ESTYN reports.</li> </ul>	<ul style="list-style-type: none"> <li>ESTYN reports note that collective worship is good.</li> <li>All schools conform to the statutory requirements</li> <li>Improved understanding to collective worship in schools.</li> </ul>	  