

Standing Advisory Council for Religious Education

**ANGLESEY
ANNUAL REPORT**

September 2016 - August 2017

Director of Lifelong Learning

Mrs Delyth Molyneux

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SECTION 1

SACRE's function in relation to Religious Education

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

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

1.1 Chairman's summary

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

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

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

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

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

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

Finally, I would like to again offer my sincere gratitude to my fellow members for their commitment throughout the year and for the dedication shown by the officers whose support is so vital. A special vote of thanks once again to Miss Bethan James, the Supporting Improvement

Adviser for GwE (School Effectiveness and Improvement Service) whose contribution and guidance is so crucial to our success.

Dylan Rees
Chairman, 2016-17

SECTION2: Advice to Anglesey Education Department

2.1 SACRE's function in relation to Religious Education

SACRE's function is outlined in the Welsh Office Circular 10/94.

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

2.2 The Locally Agreed Syllabus

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

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

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

2.3 How good are standards?

Anglesey SACRE monitors religious education and collective worship by:

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

2.3.1 Schools' self-evaluation reports

SACRE members resolved at their meeting on 14 February 2011, 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. 11 reports were submitted during 2016-17, representing 21% of Anglesey schools.

	2013-14	2014-15	2015-16	2016-17
Number of reports	6/53	8/53	12/53	11/53
% of Anglesey schools	11%	15%	22%	21%

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 GwE Challenge Adviser who supports Anglesey SACRE, holds self-evaluation workshops in order to support new religious education co-ordinators.

Eleven self-evaluation reports were submitted to Anglesey SACRE during the year. Reports were received from ten primary schools: Beaumaris, Brynsiencyn, Llanfawr, Rhosybol, Cylch y Garn, Caergeiliog, Rev. Thomas Ellis, Esceifiog, Kingsland ac St. Mary's School. Ysgol David Hughes, Porthaethwy, also submitted their self evaluation of collective worship.

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
Primary		9	1			9	1			11		
Secondary		*				*				1		
Total		9	1			9	1			12		

**Ysgol David Hughes did not submit an evaluation of the quality of standards and provision in RE*

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

- that most pupils are able to speak about their feelings their actions and their opinions by the end of the Foundation Phase and around a few describe and offer simple comments on other people's viewpoints, (Ysgol Beaumaris).
- that most pupils can pose and discuss questions that are relevant to religious stories by the end of the Foundation Phase, (Ysgol Brynsiencyn).

- The curiosity and positive attitudes shown by pupils as they learn about people of different faiths and cultures, (Ysgol Caergeiliog).

Key Stage 2

- at the bottom of Key Stage 2 many pupils can recall, respond and communicate simply some of the beliefs, teachings and basic religious practices investigated. More able and talented (MAT) pupils begin to note what is similar and different in religions, (Ysgol Beaumaris)
- most KS2 pupils can name and describe the features of some religions well, (Ysgol Kingsland)
- most pupils at the bottom of KS2 can talk about and ask questions about their own experiences, the world around them and aspects of religion, (Ysgol Brynsiencyn, Ysgol Cylch y Garn, Ysgol Esceifiog)
- many pupils at the top of KS2 can discuss their own responses and the responses of others to questions about life, the world around them and religion, (Ysgol Esceifiog)
- book scrutinies of pupils' work show that they are making good progress in religious education and that their knowledge is good, (Ysgol Parch Thomas Ellis)
- about half of the pupils is KS2 can discuss ultimate religious questions sensibly, (Ysgol Rhosybol), and acknowledge that ultimate questions are often complex, (Ysgol Cylch y Garn).
- most pupils by the end of KS2 can recall, describe and explain religious beliefs and begin to explain the effect of religion on believers' lives, (Ysgol Caergeiliog)
- that pupils are making progress in their religious literacy, (St. Mary's School)

Secondary schools

- an excellent performance at KS3 (Summer 2015), a good performance at KS4 and an adequate performance at KS5, (Ysgol Uwchradd Bodedern).
- Pupils enjoy considering their own opinions and the viewpoints of their peers during the religious education lessons, (Ysgol Uwchradd Bodedern).

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

- ensure that pupils, by the end of the Foundation Phase, develop an understanding of the effect religion has on the lives of believers, (Ysgol Beaumaris, Ysgol Brynsiencyn, Ysgol Cylch y Garn, Ysgol Caergeiliog, Ysgol Esceifiog),
- develop pupils' vocabulary so that they can express opinions by the end of the Foundation Phase, (Ysgol Rhosybol).
- develop pupils' reasoning skills so that they are able to discuss the big religious ideas, (Ysgol Brynsiencyn).
- Develop pupils' ability to analyse and interpret the layers of meaning/symbolism found in religious stories, ceremonies, art, dance and music, (Ysgol Caergeiliog).
- Improve pupils' extended writing in religious education, (Ysgol y Santes Fair).
- close the gap between the attainment of those pupils eligible for free school meals and those who are not eligible for free school meals, (Ysgol Uwchradd Bodedern).

How good is the provision for Religious Education?

The schools identified good practices such as:

- the variety of valuable 'religious education' activities in the books of the Foundation Phase pupils, (Ysgol Rhosybol)

- Foundation Phase schemes of work that have embedded the requirements of 'People, Beliefs and Questions' within meaningful activities, and the focus on 'big questions' which has led to a deeper understanding and improvement in enquiry skills among KS2 pupils, (Ysgol Cylch y Garn);
- activities based on stories, role play and learning through play which effectively contribute to pupils' ability to understand themselves and the opinions of other people (Ysgol Caergeiliog)
- the use of ICT as a medium to research and film work in religious education, (Ysgol Rhosybol).
- educational visits to St Asaph Cathedral has raised the pupils' enthusiasm towards the area and had therefore maintained good standards that is evident in their work in books and on a display wall, (Ysgol Beaumaris)
- the considerable improvement in the popularity of religious education during the last 5 years, (Ysgol Caergeiliog)
- sound mapping of religious education in the long term and medium term planning (Ysgol Kingsland)
- detailed planning, with a focus on big questions, which ensures progression and development in pupils' knowledge, understanding and enquiry skills, (Ysgol Esceifiog)
- that the standard of teaching in religious education lessons is good, (St. Mary's School)
- that the provision stimulates the interest of KS3 pupils as they learn about religious responses to ultimate questions such as, *'Is there life after death?' 'What's the meaning of life?' 'Do you believe in miracles?' 'Life's too short to bear a grudge. We should always forgive and forget'.* (Ysgol Uwchradd Bodedern)t

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

- strengthen challenging and extended tasks for the more able pupils in each class, (Ysgol Beaumaris, Ysgol Cylch y Garn, Ysgol Esceifiog), especially while exploring ultimate, religious or human questions (Ysgol Cylch y Garn)
- invite believers to the school to discuss religious matters, (Ysgol Brynsiencyn).
- provide more opportunities for Y2 pupils to collect information independently, (Ysgol Rhosybol).
- ensure progression in the planning of religious education and use more big questions, (Ysgol Rhosybol).
- develop opportunities to respond to extended writing tasks in religious education and adapt the plans in order to reflect a more cross curricular approach, (Ysgol Parch. Thomas Ellis).
- provide more opportunities to study religious authority, such as sacred texts, religious leaders and codes, (Ysgol Caergeiliog)
- continue to set success criteria and provide opportunities for pupils to reflect on the learning, (Ysgol Cylch y Garn, Ysgol Esceifiog).
- develop the Welsh dimension in religious education lessons, (St Mary's School)
- Develop challenging, interesting and extended tasks for the more able and talented pupils, (Ysgol Uwchradd Bodedern).

How good is the provision of collective worship?

All schools conform to the statutory requirements.

The schools identified good practices such as:

- the ethos and value of quiet respect experienced in all collective worship sessions , (Ysgol Biwmaris, Ysgol Cylch y Garn)
- that many pupils contribute effectively to collective worship by sharing their feelings, (Ysgol Brynsiencyn).
- Collective worship that make a considerable contribution to the spiritual, moral, social and cultural development of pupils (Ysgol Parch. Thomas Ellis, Ysgol Cylch y Garn, Kingsland), the staff and the wider community, (Ysgol Parch. Thomas Ellis)

- the opportunities provided to hear a story, a presentation by a member of staff or visitor as well as prayers and singing, (Ysgol Rhosybol)
- collective worship is well planned, prepared and evaluated by the Senior Management Team in order to ensure that the experience is relevant to the pupils and of a consistently good Standard, (Ysgol Caergeiliog)
- that pupils have regular opportunities for quiet reflection during collective worship, (St. Mary's School).
- Collective worship that contributes towards pupils' understanding of moral and spiritual matters and that help them to respect diversity, truth, justice, rights and responsibilities as well as developing the spirit of community and respect which is fundamental to the ethos of the school. (Ysgol Uwchradd Bodedern).

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

- provide more opportunities for pupils to sing together, (Ysgol Biwmaris).
- ensure that the collective worship sessions held in the classrooms follow the same themes and format as the whole school collective worship sessions, (Ysgol Brynsiencyn).
- ensure that the collective worship in both sectors conform to the statutory requirements, (Ysgol Cylch y Garn).
- provide opportunities for the pupils to read during the collective worship sessions, (Ysgol Rhosybol);
- provide opportunities for pupils to plan and lead the collective worship, (St Mary's School)
- emulate the excellent practice in all collective worship sessions,
- (Ysgol Uwchradd Bodedern).

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 and reflect the principles and recommendations of 'Successful Futures'.

2.3.2 Teacher assessment and external examination results in the secondary sector

Summer 2016

GCSE Results: Religious Studies (full course)

The data represents the candidates who were 15 years old or older in January 2016

Anglesey Secondary schools	Number of candidates	Number of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2016	5	34	94	128	44.1	45.7	45.3	82.4	85.1	84.3	94.1	100	98.4			
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 the humanities adviser. 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.

2016	Number of candidates			% Excellence			% L2			% L1			Average subject score		
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
Ysgol Syr Thomas Jones	8	15	23	25.0	80.0	60.9	75.0	100.0	91.3	100.0	100.0	100.0			
Ysgol Uwchradd Caergybi	4	4	8	0.0	75.0	37.5	0.0	100.0	50.0	50.0	100.0	75.0			
Ysgol Gyfun Llangefni	6	13	19	16.7	69.2	52.6	100.0	100.0	100.0	100.0	100.0	100.0			
Ysgol David Hughes	14	36	50	71.4	50.0	56.0	100.0	97.2	98.0	100.0	100.0	100.0			
Ysgol Uwchradd Bodedern	2	26	28	100.0	3.8	10.7	100.0	50.0	53.6	100.0	100.0	100.0			
660	34	94	128	44.1	45.7	45.3	82.4	84.1	84.3	94.1	100.0	98.4			
GwE (6 local authorities)	732	1,292	2,024	17.8	33.2	27.6	65.6	80.5	75.1	99.0	99.8	99.6			

Excellent results

- 128 candidates from 5 schools in Anglesey, 22 fewer candidates than in 2015.
- The number of candidates varies from between 8 and 50 candidates.
- 45.3% of the candidates were awarded A*/A grades (excellence) for the second year running.
- 84.3% of candidates attained a level 2 qualification (A* - C), an increase +2.3% since 2015. Two candidates failed to attain a Level 1 qualification (1.6%).
- More girls than boys choose Religious Studies as a GCSE optional subject (B 34 : G 94).
- The difference between the performance of boys and girls at the higher levels is negligible, A*/A (1.6%), L2 (1.7%), however the boys' performance in RS does not match the girls' performance at L1 (-5.9%) for the first time in six years.

GCSE Results: Religious Studies (short course)

This data represents the pupils who were 15 years old or older on January 2016. 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
2016	2*	1	3	4	0.0	0.0	0.0	0.0	66.6	50%	100%	66.6	75%			
2015	2	0	4	4	0.0	75.0	75.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25	25
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

* Pupils educated other than at school and Ysgol David Hughes

A level results: Religious Studies

Anglesey secondary schools	Number of schools	Number of candidates			% A*/A			% A-C			% A-E		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2016	4			54			13.0			74.1			100
GwE				288			15.3			72.9			99.7

AS results: Religious Studies

Anglesey secondary schools	Number of schools	Number of candidates			% A*/A			% A-C			% A-E		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2016	5			11			9.1			36.4			54.5
GwE				95			8.4			38.9			78.9

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 with the lead practitioners (Mefys Edwards and Angharad Derham) in order to prepare for the new GCSE and A level examination specifications.

2.3.3 ESTYN Inspection Reports

Information regarding the inspection by ESTYN of 3 primary schools and 1 secondary school was presented 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>
Bodedern Primary	November	✓	✓ ¹	✓	✗
Llanfawr ²	November	✗	✗	✓	✓
Niwbwrch	January	✓	✓	✓	✓
David Hughes ²	March	✓	✗	✓	✗

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

2. Ysgol Llanfawr and Ysgol David Hughes were pilot schools as ESTYN trialed its proposed new inspection framework

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

- three of the schools provide a range of appropriate learning experiences that effectively promote pupils' social, moral, spiritual and cultural development;
- two of the schools provide purposeful collective worship sessions;
- two of the schools have established appropriate partnerships with local religious communities;
- Many of the schools provide valuable learning experiences that develop pupils' understanding of different beliefs and religions.

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 and were given the opportunity to outline the religious education and collective worship experiences provided for their pupils:

- Religious Education co-ordinator from Ysgol y Bont (special school)
- Religious Education co-ordinator from Ysgol Llanfawr
- Head teacher of Ysgol Uwchradd Caergybi and a representative from 'Gobaith Môn'.

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 timely 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;
- 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;

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 Ysgol Uwchradd Caergybi.

Determinations

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

SACRE's Recommendations to Anglesey Council

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

SECTION 3: Annexes

3.1 Administrative matters in relation to SACRE

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

Christians and Other Faiths, namely,

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

Teachers, namely;

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

Elected members

3.2 SACRE membership of Anglesey 2016-17

Christians and Other Religions

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

Rev. Kate McClelland (Summer 2016)
Mrs Catherine Jones
Mrs Einir Morris
Ms Kirsty Williams
Prof. Euros Wyn Jones
Mr Christopher Thomas

Co-opted teachers' representatives

Ysgol Gynradd Llangaffo
Ysgol Parch Thomas Ellis
Ysgol Uwchradd Bodedern
Ysgol Syr Thomas Jones

~~Mrs Alwyn Williams~~
~~Alison Dyer~~
~~Heidi Hearn~~
~~Mary Jones~~
awaiting nomination

Local Members

Councillor Glyn Haynes
Councillor Gwilym O Jones
Councillor Alun Mummery
Councillor Bryan Owen
Councillor Dylan Rees (Chairman)
Councillor Alun Roberts

Co-opted members (non voting)

Rheinallt Thomas

Sunday School Council

Officers

Delyth Molyneux
Gareth Jones
Bethan James

Director of Lifelong Learning
Education officer and SACRE clerk
Humanities Adviser CYNNAL

Shirley Cooke

Committee officer

3.3 SACRE meetings 2016-7

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

11 October 2016
14 February 2017
13 July 2017

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

a) Meeting held on 11 October 2016

- Matters arising: letter to WJEC regarding GCSE courses and materials, update on the progress made by Ysgol Penarnisiog, visits to participate in schools' collective worship.
- Self-evaluation reports: Beaumares, Brynsiencyn, Parch. Thomas Ellis, Uwchradd Bodedern.
- Anglesey SACRE annual report (2015-16)
- Report by GwE challenge adviser: new GCSE
- Wales Association of SACREs: submit an oral report following the meeting held in Rhyl, Denbighshire on 23 June 2016.

b) Meeting held on 14 February 2017

- Matters arising: representative for the Sunday School Council
- ESTYN inspections: Ysgol Gynradd Bodedern, Ysgol Llanfawr
- Self-evaluation reports: Llanfawr, Rhosybol, Cylch y Garn, Caergeiliog, Ysgol David Hughes
- Report by GwE challenge adviser:
 - Standards of religious education
 - Resources for religious education
 - Religious Education and the Curriculum for Life
 - Religious Studies at GCSE and A Level
 - Anglesey SACRE action plan
- SACRE constitution
- Wales Association of SACREs: submit papers following the meeting held at Carmarthen on 18 November 2016

c) Meeting held on 13 June 2017

- Presentation by Ysgol Llanfawr, Ysgol Uwchradd Caergybi a Gobaith Môn
- ESTYN inspections: Ysgol Gynradd Niwbwrch and Ysgol David Hughes
- Self-evaluation reports: Kingsland, Esceifiog, Llanfairpwll, Santes Fair
- Update from the Gwe challenge adviser
- SACRE constitution
- Wales Association of SACREs: submit papers following the meeting held in Usk, Monmouthshire on 3 March 2017.

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
- Mrs Mefys Edwards (presentation)

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:

Delyth Molyneux, Director of Lifelong Learning

Gareth Jones, Education Officer and SACRE clerk

Bethan James, GwE challenge adviser

Shirley Cooke, Committee Officer who minutes and administers SACRE on behalf of Anglesey Council.

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

3.3.3 The SACRE report was sent to the following organisations:

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

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

A copy was distributed to:

- Members of Anglesey SACRE

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

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

Areas for Development

Excellent		Good		Adequate		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?

- 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.
- 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.
- 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.
- In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: 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).

The teaching: planning and range of strategies

Provision of skills: literacy, numeracy, ICT and thinking

Areas for Development

Excellent		Good		Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is provision in Collective Worship?

Does Collective Worship meet the statutory requirements?

Yes

No

References: 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)

Good features in relation to the quality of Collective Worship

Areas for Development in relation to the quality of Collective Worship

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> <table border="1"> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	B	G	Σ	<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 Σ symbol shows the total number of candidates.</p>
B	G	Σ		
<p>% Excellence</p> <table border="1"> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	B	G	Σ	<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 Σ symbol shows the total number of candidates.</p>
B	G	Σ		
<p>% L2</p> <table border="1"> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	B	G	Σ	<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 Σ shows the total number of candidates.</p>
B	G	Σ		
<p>% L1</p> <table border="1"> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	B	G	Σ	<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 Σ shows the total number of candidates.</p>
B	G	Σ		
<p>Average subject score</p> <table border="1"> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	B	G	Σ	<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 n 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 Σ symbol represents the total number of candidates.</p>
B	G	Σ		

What does the GCSE (short course) table show?

<p>Number of candidates</p> <table border="1"> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	B	G	Σ	<p>This column shows the number of boys (B) and girls (G) who have followed a short GCSE course in Religious Studies and who have sat the examination this year. The Σ symbol shows the total number of candidates.</p>
B	G	Σ		
<p>% Excellence</p> <table border="1"> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	B	G	Σ	<p>The range of qualifications available to pupils has led to a revised way of comparing qualification standards. Short courses contribute 10% to the Level 1 and Level 2 threshold. An A* for the short course is worth 29 points.</p>
B	G	Σ		
<p>% L2</p> <table border="1"> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	B	G	Σ	
B	G	Σ		
<p>% L1</p> <table border="1"> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	B	G	Σ	
B	G	Σ		
<p>Average subject score</p> <table border="1"> <tr> <td>B</td> <td>G</td> <td>Σ</td> </tr> </table>	B	G	Σ	<p>Each grade is worth 6 points. Therefore an A* grade (short course) is equivalent to 29 points and a C grade is worth 11 points. 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 Σ symbol represents the total number of candidates.</p>
B	G	Σ		

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



Standing Advisory Council for Religious Education.

A questionnaire for Anglesey SACRE members as they visit a school collective worship session.

I attended a collective worship session in a :	special school primary school secondary school	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I observed a collective worship session attended by:	the whole school a class a key stage/section of the school	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Contributing to the collective worship were the :	head teacher pupils teachers a local religious leader parents governors	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The collective worship session lasted:	less than 5 minutes between 5-10 minutes between 10-15 minutes over 15 minutes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The theme of the collective worship session was: _____

I heard a:

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

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

Today, the collective worship session helped to:

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

Any other comment :

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