

Standing Advisory Council for Religious Education

ANGLESEY ANNUAL REPORT September 2017 - August 2018

Director of Lifelong Learning
Delyth Molyneux April 2017 / April 2018

CONTENTS

SECTION 1: EXECUTIVE SUMMARY

1.1 Introduction by SACRE Chairman: Councillor Dylan Rees

SECTION 2: ADVICE TO ANGLESEY EDUCATION AUTHORITY

2.1 SACRE's function in relation to Religious Education

2.2 The Locally Agreed Syllabus

2.3 How good are standards?

2.4 The response of the Local Education Authority

2.5 Religious Education and the Welsh Government

2.6 Religious Education and ESTYN

2.7 SACRE's function in relation to Collective Worship

SECTION 3: ANNEXES

3.1 General information about the composition of SACRE

3.2 Membership of Anglesey SACRE 2017-18

3.3 SACRE meetings held during the reporting period

3.4 A list of organisations who received a copy of the report

3.5 Anglesey SACRE template for schools' self-evaluation of religious education standards

3.6 Guidelines for analysing external examination data tables

3.7 Anglesey SACRE Action Plan 2017-19

**SECTION 1:
EXECUTIVE SUMMARY**

SACRE's function in relation to Religious Education

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

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

1.1 Chairman's summary

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

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

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

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

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

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

Councillor Dylan Rees
Anglesey SACRE Chairman 2017-18

SECTION 2: ADVICE TO ANGLESEY EDUCATION DEPARTMENT

2.1 SACRE's function in relation to Religious Education

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

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

2.2 The Locally Agreed Syllabus

Gwynedd and Anglesey SACREs have adopted the 'National Exemplar Framework for Religious Education for 3 to 19 year old learners' as the Locally Agreed Syllabus for Gwynedd and Anglesey (2008).

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

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

2.3 How good are standards?

Anglesey SACRE monitors religious education and collective worship by:

- receiving a summary of a school's self-evaluation report in response to the key questions of ESTYN's Inspection Framework;
- analysing the Local Authority's teacher assessments and secondary external examination results;
- reviewing ESTYN inspection reports for references to 'religious education' or 'collective worship';
- inviting teachers and headteachers to share their good practices with members in the termly meetings;
- visiting schools, currently by invitation, to attend collective worship sessions.
- Encouraging collaboration between schools to identify and support good practices

2.3.1 Schools' self-evaluation reports

In the **Anglesey SACRE** meeting on 14 February 2011, it was decided that SACRE would fulfil its statutory responsibilities by inviting schools to share their self-evaluation of Religious Education, collective worship and pupils' spiritual and moral development with the members. Anglesey SACRE, Anglesey headteachers and members of the National Advisory Panel for Religious Education (NAPfRE) have approved templates which were drafted in response to the ESTYN Inspection Framework (see Appendix 3.5). The Anglesey SACRE clerk, who is an Education Officer for Anglesey Council is responsible for distributing and collating the self-evaluation reports.

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

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

schools					
----------------	--	--	--	--	--

A summary of both schools' reports is noted below:

Ysgol Corn Hir and Ysgol Pentraeth

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

FOUNDATION PHASE

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

KEY STAGE 2

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

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

FOUNDATION PHASE

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

KEY STAGE 2

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

How good is provision for collective worship?

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

Action steps rising from the reports.

SACRE's Recommendations to Anglesey's Education Authority

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

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

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

2.3.2 Teacher assessment and external examination results in the secondary sector

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

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

KS4 [GCSE]

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

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

KS5 A Level

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

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

The recommendations for 2016-17 remain as a priority.

SACRE's Recommendations to Anglesey's Education Authority

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

2.3.3 ESTYN Inspection Reports

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

Information regarding the inspections of 6 primary schools was presented during the year. The schools were inspected under ESTYN's new Inspection Framework.

School	Date	Care, support and guidance (2.3) <i>Is there a reference to spiritual, moral, social and cultural development?</i>	Learning experiences (2.1) <i>Is there a reference to Religious Education?</i>	Working with partnership (3.3) <i>Is there a reference to local religious communities?</i>
Penysarn	October 2017	✓	✗	✓
Y Fali	October 2017	✗	✗	✗
Brynsiencyn	December 2017	✓	✓	✓
Llanbedrgoch	January 2018	✗	✗	✗
Santes Gwenfaen	January 2018	✓	✓	✗
Rhosybol	March 2018	✓	✗	✗

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

There were no references to religious education in ESTYN's reports this year, but the reports do note that:

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

2.4 Response of Local Authority

Mr. Gareth Jones, education officer for Anglesey Council ensures that any guidance or recommendations made by Anglesey SACRE is communicated directly to the primary and secondary headteachers.

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

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

Until April 2018, Anglesey Council commissioned GwE (School Effectiveness and Improvement Service) to support Anglesey SACRE meetings and to represent Anglesey SACRE in regional and national meetings. In

the Anglesey SACRE meeting on 18 April 2018, the Education Officer reported that GwE's support to the SACRE isn't part of the agreement with the six local authorities in North Wales.

Letters were sent to the GwE Chief Executive, Head of Learning and the Portfolio Holder for Education outlining the need to ensure that SACRE receives appropriate support and guidance in order to fulfil its duties as a statutory body.

SACRE's Recommendations to Anglesey Council

- Ensure that Anglesey SACRE receives the appropriate support and guidance in order to fulfil its duties as a statutory body.
- Construct a 2018-19 action plan for Anglesey SACRE.

2.5 Religious Education and the Welsh Government

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

- <http://wales.gov.uk> > search for Religious Education
- The Agreed Syllabus (or the National Exemplar Framework for Religious Education in Wales)
- Religious Education: Guidance for Key Stage 2 and 3 (2011)
- Exemplar Pupils Profiles at KS2 and KS3 in Religious Education: Supplementary Guidance (2011)
- Religious Education: Guidance for 14-19 year old learners (2009)
- People, Questions and Beliefs: Religious Education in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://cbac.co.uk>)

Curriculum for Wales

- During 2014-15, Professor Graham Donaldson was commissioned to undertake an independent review of the curriculum and of the assessment arrangements in Wales. Anglesey SACRE has contributed to the consultation process of the 'Great Debate' and has discussed the recommendations of the document 'Successful Futures' published in February 2015.
- The Wales Association of SACRES is represented on the Welsh Government's Strategic Stakeholders Group and the National Advisory Panel for Religious Education (NAPfRE) has attended meetings this year with representatives from the Welsh Government's Curriculum Department as they support the pioneer schools and develop a Curriculum for Wales.
- The members received an update from the Supporting Improvement Officer in the October 2017 meeting. The work contribution of Barbara Wintersgill, Exeter University, on the 'big ideas for Religious Education' was outlined for the school discussions to innovate, which develops the new Curriculum. The main messages of the consultation paper, prepared by members of the National Advisory Panel for Religious Education and WASACRE, were shared with the group developing the Humanities Area of Learning and Experience.

SACRE's Recommendations to Anglesey Council

- Ensure that RE teachers are aware of 'what matters' in the Humanities Area of Learning and Experience.
- Encourage Anglesey religious education teachers and SACRE members to contribute fully to any review of the curriculum and assessment arrangements.

2.6 Religious Education and ESTYN

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

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

SACRE's Recommendations to Anglesey Council

- Ensure that school leaders and teachers are aware of the supplementary guidance and respond to ESTYN's most recent recommendations.

2.7 SACRE's function in relation to Collective Worship

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

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

- SACRE members and Anglesey schools have received collective worship guidance documents:
 - Guidance on Collective Worship (WASACRE, June 2013)
 - Supplementary guidance for inspecting collective worship in non-denominational schools (ESTYN, October 2017)
 - An Update for Inspectors (ESTYN, April 2018). The following extract was highlighted in the guidance:-
'A failure to meet the statutory duty might not affect the judgement for IA4. This is something for the team to consider. The team will need to weigh up a number of factors in each specific case, such as the number of pupils that it affects, and the team will have to decide whether this is significant or not and whether it should affect the overall judgement for IA4. Irrespective of whether or not inspectors decide to report on collective worship, they must always report on the spiritual, moral social and cultural development of pupils.'
- Anglesey SACRE monitors standards of collective worship in schools by reviewing schools' self-evaluation reports during the meetings.
- In response to the recommendations made by Anglesey SACRE, the Education Authority has liaised regularly with all schools asking them to invite SACRE members to attend a collective worship session. A pro forma is available for members to record their observations during visits. Councillor Gwilym O Jones attended a collective worship session at Ysgol Pencarnisiog during the year.

Decisions

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

SACRE's Recommendations to Anglesey's Education Authority

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

ADRAN 3: ATODIADAU

3.1 General information in relation to the constitution of SACRE

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

Christians and Other Faiths, namely

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

Teachers, namely

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

Elected members

3.2 Membership of Anglesey SACRE 2017-18

Representatives of Religious Denominations

The Methodist Church

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

Mrs Anest Frazer

Prof. Euros Wyn Jones

Mr Christopher Thomas

Teachers' Representatives (co-opted)

Ysgol Gynradd Llangaffo

Ysgol Cybi

Ysgol Uwchradd Bodedern

Ysgol Syr Thomas Jones

~~Mair Alwen Williams~~

~~Alison Debyer~~

~~Heledd Hiram Amlyn~~

~~Mary Susan Edwards~~

awaiting nomination

Councillors

Councillor Glyn Haynes

Councillor Gwilym O Jones

Councillor Alun Mummery

Councillor Bryan Owen

Councillor Dylan Rees (**Chairman**)

Councillor Alun Roberts

Co-opted members (no vote)

Rheinallt Thomas

Sunday School Council

Officers

Delyth Molyneux

Arwyn Williams April 2018 onwards

Director of Lifelong Learning

Gareth Jones

Bethan James (until April 2018)

Education Officer and SACRE Clerk

GwE Supporting Improvement Adviser

Shirley Cooke

Committee Officer

3.3 SACRE Meetings 2017-18

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

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

The following matters were discussed, and some of which are detailed further in the body of this report:

a) Meeting held on 10 October 2017

- Matters arising: *invitation extended to Ysgol David Hughes to share good practice, distribution of guidance to new SACRE members, thanks to secondary head teachers for their support to the teachers developing the new GCSE Religious Studies course, the decrease in the numbers studying theology in Wales, national petition on collective worship.*
- Anglesey SACRE annual report (draft) 2016/17
- Standards in religious education: school inspections
- Presentation: Ysgol Pencarnisiog's response to the recommendations of ESTYN's inspection
- ESTYN's Thematic Report
- Update from GwE's Supporting Improvement Adviser
- Wales Association of SACREs - presenting an oral report following the meeting held in Wrexham on 7 July 2017
- Anglesey SACRE's Action Plan for 2017-18

b) Meeting 18 April 2018

- Matters arising: *results of the national petition on collective worship, Coleg Cymraeg Cenedlaethol correspondence, the questions of ESTYN's thematic report questionnaire on Religious Education.*
- Anglesey SACRE's Annual Report 2016-17
- ESTYN inspections: Ysgol Penysarn, Ysgol y Fali, Ysgol Brynsiencyn, Ysgol Llanbedrgoch, Ysgol Santes Gwenfaen, Rhoscolyn, and Ysgol Rhosybol
- Schools' self-evaluations: Ysgol Corn Hir ac Ysgol Pentraeth
- Specialist support for Anglesey SACRE
- Improvement to the WASACRE constitution
- Managing the Right of Pupil Withdrawal from Religious Education (WASACRE, 2018)
- Correspondence:

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

The following representatives attended WASACRE meetings during the year:

The following observers attended WASACRE meetings during the year:

3.3.2 Professional maintenance is provided to SACRE as following:

Arwyn Williams, Director of Lifelong Learning
Gareth Jones, Education Officer who operates as SACRE Clerk
Bethan James, GwE Supporting Improvement Adviser (until April 2018)
Shirley Cooke, Committee Officer who minutes and administers SACRE on behalf of Anglesey Council.

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

3.3.3 A list of organizations that received a copy of the SACRE report

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

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

A copy was also distributed to:

- Members of Anglesey SACRE

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

Standing Advisory Council for Religious Education (SACRE)

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

Further Information:

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

Department for Education and Skills Wales (DfES)

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

Further information

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

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

ESTYN

ESTYN inspections are based on five inspection areas:

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

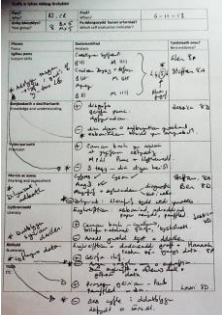
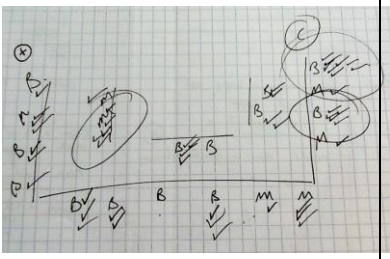
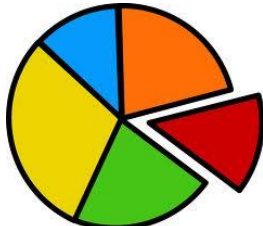
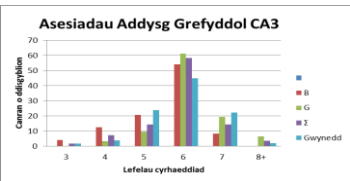

Few school inspection reports include references to the standards of Religious Education and collective worship. A thematic report was issued in June 2013 of Religious Education in Secondary Schools, which proposes recommendations to local authorities, schools and SACREs.

Further information:

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

What evidence do schools use in order to make judgements?

Book Review	Teachers will collect a sample of pupils’ work (<i>e.g. range of abilities, ages, boys and</i>
--------------------	---

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

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

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

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

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

Within the school's self-evaluation cycle, school leaders will need to consider what evidence will help them to come to a judgement on inspection area 4.2. Religious Education and collective worship has an important contribution to make to this area.

The following exemplar questions are based on ESTYN's Common Inspection Framework (September 2017) and the questions used by ESTYN during the thematic review of religious education during Autumn term 2017. Schools aren't expected to answer each question, but in discussing these with staff, governors, pupils and the support improvement adviser, schools will be able to identify strengths and improvement areas which will enable them to plan improvements.

Inspection Area 1: Standards

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

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

Inspection Area 2: Wellbeing and attitudes to learning

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

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

Inspection Area 3: Teaching and learning experiences

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

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

- How does the planning for religious education help pupils to become ambitious, confident, aspirational and knowledgeable individuals? Have you started to respond to the recommendations of ‘Successful Futures’?
- To what extent does the school provide a range of appropriate learning experiences, within the classroom and outside, in order to develop pupils’ interest and skills in religious education?
- Has the school organised any trips or visits linked to religious education? What year groups, how often, and how do these trips enhance the curriculum?
- Does the religious education reflect the nature of our school’s context? Does it reflect the cultural, linguistic and ethnic diversity of Wales and the local area?
- To what extent do the religious education activities provide purposeful opportunities for pupils to practise and develop their RE skills and their literacy, numeracy and ICT skills?
- What matters for improvement require attention over the next year?

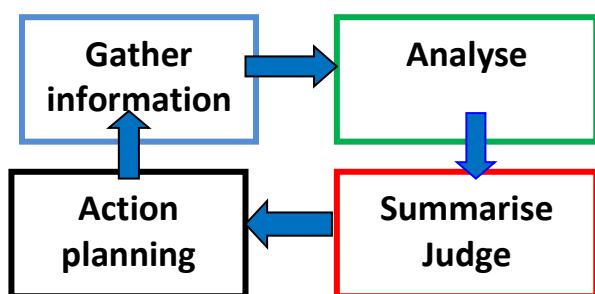
Inspection Area 4: Care, support and guidance

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

Inspection Area 5: Leadership and management

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

How can SACREs monitor standards?



How can SACRE gather information?

- by asking schools to submit information and self-evaluation;
- by commissioning an 'expert' to visit a sample of schools and provide a termly report;
- by arranging for members to visit schools;
- by asking pupils, staff, governors in a sample of schools to complete an online questionnaire;
- by looking at external examination results and KS3 teacher assessments (secondary schools only)

What sources are available in your area?

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

Numbers - quantities and proportions

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

Who contributes to the monitoring?

- teachers and members of schools' SMTs
- SACRE members
- local Authority/GwE officers
- teachers identified as lead practitioners
- pupils
- governors
- parents

Excellent

Very strong, sustained performance and practice

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

Adequate and needs improvement

Strengths outweigh weaknesses, but important aspects require improvement

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

Good

Strong features, although minor aspects may require improvement

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

Unsatisfactory and needs urgent improvement

Important weaknesses outweigh strengths

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

Useful words and phrases

Xxx has led to...

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

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

xxx shows that standards of xxx have ...

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

An improvement in xxxx can be seen in...

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

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

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

What should be included?

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

Religious Education

Improvement area 1: Standards in religious education

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

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

Notes:

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

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

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

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

Notes:

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

Inspection Area 3: Teaching and learning experiences in Religious Education

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

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

Notes:

The standard of the religious education teaching at our school is **JUDGEMENT**

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

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

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

Notes:

Does the school meet the statutory requirements for collective worship?

Yes

No

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

Inspection area 5: Leadership and management in religious education

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

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

Notes:

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

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

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

Concise! Approximately 50 words.

Headteacher:

Signature:

Date:

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



Standing Advisory Council for Religious Education.

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

The theme of the collective worship session was: _____

I heard a:

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







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

Today, the collective worship session helped to:

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

Any other comment :

3.7: Anglesey SACRE Action Plan 2018-19

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