

Standing Advisory Council for Religious Education

ANGLESEY ANNUAL REPORT September 2020 - August 2021

Director of Learning, Skills and Young People
Rhys Howard Hughes September 2020/ August 2021

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**SECTION 1:
EXECUTIVE SUMMARY**

SACRE's function in relation to Religious Education

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

SACRE advises the Education Authority 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 my privilege, as Chair of the Ynys Môn SACRE, to present the Annual Report for 2020/21.

Last year I wrote about the terrible disruption that Covid-19 had caused to our education system. Sadly, the impact of the pandemic has continued and consequently no external examinations were held for GCSE and A level in 2021 with grades again being determined on teacher assessments. Neither were any schools inspected or visited during the year although contact was maintained virtually.

Once again, this report contains a number of recommendations which will be included in a revised Action Plan which will be reviewed by the SACRE on a regular basis. Last year I reported on the establishment of the Operational Panel for Schools. Although due to the pandemic the Panel hasn't been able to meet as regularly it is evident that it will be an invaluable source of good practice that we can build upon.

Over the last year both at a local and a national level much work has been taking place in preparing for the changes in the new curriculum as we move towards adopting an agreed syllabus for the new subject of "Religion, Values and Ethics". Once the new syllabus is in place it will be interesting to see if pupil numbers taking exams in this subject increase as the current number of pupils taking Religious Education at GCSE and A level sadly continues to fall.

At the time of writing, we have seen two key members of the SACRE having to depart, namely Mrs Anest Fraser representing the Church in Wales and Mr Gerald Hewitson representing the Quakers. On behalf of everyone I would like to thank them both for their valuable contributions and support. On a more positive note I am pleased to welcome a new member to the Committee namely the Rev. Deborah Stammers who is now the representative for the Welsh Baptists.

I wish to again offer my sincere gratitude to my fellow Committee members for their support throughout what has been a very difficult and challenging year. In addition, I must single out Mrs Gwyneth Hughes (SACRE Advisor) for her invaluable assistance and guidance together with the essential support of Mrs Shirley Cooke, our Committee Officer.

Finally, we are all aware that the mental health of many young people has suffered due to the impact of the pandemic. My hope is that as pupils study religion not only will their learning increase but that they would also discover what the writer in the Book of Ecclesiastes refers to as "gladness of heart."

Councillor Dylan Rees
of Ynys Môn SACRE

Chair

SECTION 2: ADVICE TO ANGLESEY'S EDUCATION AUTHORITY

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

2.2 The 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 external secondary examination results;
- reviewing ESTYN inspection reports to identify good practice and to further support any references to 'religious education' or 'collective worship';
- inviting teachers and headteachers to share their good practice with members in the termly meetings;
- visiting schools, through invitation, to attend a collective worship session;
- encourage collaboration between schools to identify and support good practice.

There have been significant challenges to the work of the SACRE during the 2020-21 academic year due to lockdown restrictions. Visits were not undertaken in schools. Nevertheless :-

- SACRE meetings continued through virtual engagement and this has been valuable in order to continually update the panel of likely changes planned for the Curriculum for Wales and implications on the Religion of Values and Ethics Syllabus within the Humanities.
- Three councillors gave an informative report of their visits to observe collective worship prior to the Pandemic
- Councillor Gwilym O Jones reported following his visit to Kingsland School, Holyhead when he observed the morning service at the school.
- Councillor Alun Mummery reported that he attended a Joint Pledging session at Llanfairpwll School and the theme was a house on the hill and a house on the sand. He said that his visit

was very enjoyable, and he saw the pupils responding well in school and showing that they had a strong foundation in Religious Education

- The Chair reported that he had attended a Joint Pledging session at Ysgol y Talwrn, and that it was an excellent session. The pupils celebrated the Hindu festival, Diwali, and read stories from the Bible.
- One comprehensive Self-Evaluation report was received
- Religious Studies resources available on the WJEC website were divided below:-
<https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=4287&langChange=cy-GB>

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. The SACRE clerk, who is an Education Officer for Anglesey Council, is responsible for distributing and collating the self-evaluation reports.

The introduction of a Self-Evaluation template for schools has promoted the Committee's work to be more effective in identifying the quality of pupils' work in our primary schools within religious education and making judgements about performance transparent.

Going forward the Curriculum for Wales's template will need to be further evaluated to check that the SE is fully aligned with the latest expectations and requirements. The SACRE Implementation Committee is committed to doing the work when there is agreement on the new Syllabus.

Funding was provided to relieve the Operational Panel members of their duties in order to attend meetings and training sessions.

In relation to the SACRE Action Plan for 2020-22, it was confirmed that an electronic platform had been created for schools to share resources and good practice in Religious Education, together with the work of the SACRE and the Operational Committee in schools.

The SACRE Operational Panel held its first formal meeting on 11 March 2020 and scrutinised self-evaluation reports submitted by Ysgol Goronwy Owen, Ysgol Valley, Ysgol Rhoscolyn, Ysgol y Tywyn and Ysgol Llanfawr. The discussion also focused on the proposed new name for Religious Education, in order to receive the views of teachers and schools on the issue.

The SACRE received one detailed written report during 2020-21 from Kingsland School. The quality of provision and self-evaluations was very detailed. A range of evidence was received including video clips, pictures and examples of pupils' work.

Summary Kingsland School :

Foundation Phase

Learners aware of some of the world's major religions

Many pupils are aware of the importance of religious leaders in local society.

Many pupils are able to re-tell several stories appropriately and express opinions about the lesson/tears Actions arising from reporting.

Key Stage Two :

The majority of pupils at KS2 are aware of the difference between the Old and New Testament
 All pupils have the opportunity to study the world's great religions
 Many can discuss different religious artefacts for example Jewish artefacts.
 Majority can discuss big questions such as "Is religion important in Wales in the 21stC. Also 'should Captain Sir Tom Moore be made a saint?'

Issues requiring attention according to School Self-Evaluation

Ensure that the challenge level of tasks is appropriate
 Take advantage to use the subject as a medium to practise learners' Welsh
 There needs to ensure plenty of opportunities for the higher-skilled pupils to respond at length to written tasks within RE.

SACRE Recommendations to Anglesey’s Education Authority

- Continue to develop the work of the Operational Committee to promote catchment work to share practices and resources and standardise quality .
- That the SACRE Operational Committee is proactively involved in scrutinising the percentage of schools' SE and drawing the Panel's attention to particularly good practice or practices that cause concern.
- Identify a qualified external member to monitor the quality of the Executive Committee's work so that SACRE members receive assurance that the work is standard.
- Agree that only individuals who have prepared a self-evaluation presentation / report should be allowed to show pictures and videos of children in their schools, and only at a SACRE meeting.

2.3.2 Teacher assessments and external examination results in the secondary sector

No external examinations were held for GCSE and A Level in summer 2021 due to the impact of Covid 19. Grades were determined for all pupils based on establishment assessments. It is therefore unfair to compare the data to the previous year. Despite this, it is worth noting that the number of pupils following Religious Education as an academic subject continues to fall at A level and is a cause for concern.

School	Number of pupils GCSE Summers haf 2019	Number of pupils GCSE Summers haf 2020	Number of pupils GCSE Summers haf 2021
STJA	25	14	17
YUC	0	1	16
YGLI	14	20	4
DH	33	31	51
Bodedern	22	17	15
Total	94	83	103

There is a significant increase in the numbers of pupils now studying Religious Education to GCSE level at Holyhead High School. No pupils were studying the subject to GCSE level in 2018-19 but by summer 2021 16 pupils registering for the GCSE.

20 more pupils have enrolled this year at David Hughes school compared to last year.

Although in 2019-20 numbers of pupils taking a GCSE Religious Education were very low, 83, by 2020-2021, 20 more pupils have registered for the qualification.

Ysgol	Number of A level pupils 2019	Number of A level pupils 2019	Number of A level pupils 2019
STJA	13	8	8
YUC	0	0	1
YGLI	6	0	3
DH	8	10	2
Bodedern	2	7	6
TOTAL	29	25	20

Although the numbers of pupils following Religious Education at A Level have fallen, in two schools, Bodedern Secondary School and Ysgol Syr Thomas Jones Amlwch have kept the number consistent in recent years. However, the numbers of pupils studying A Level Religious Education across the Island are down compared to the years 2018-19 and 2019-2020. On a positive note, all schools this year have been able to offer an A Level qualification at their school.

SACRE's recommendations to Anglesey Education Authority

- Encourage all Secondary schools to maximise the status of Religious Education as a subject that develops knowledgeable citizens who can contribute to the contemporary world.
- Prepare Humanities Co-ordinators to have the most up-to-date knowledge to be able to guide teachers for the requirements of the New Curriculum for Wales within Religious Education in particular.
- Ensure that schools have access to guidance and good practice that would improve Religious Education outcomes.

2.3.3 ESTYN Inspection Reports

No schools were inspected during the year as a result of Covid 19 and the impact on normal school running, however, virtual calls are being maintained and the emphasis is on wellbeing and wellbeing

Until further information is received regarding the new requirements of the Curriculum for Wales within Anglesey Religious Education and SACRE to adopt a new Agreed Syllabus, Anglesey SACRE will continue to recommend the following resources to teachers and headteachers of schools in the area to identify good practice and standards:

- 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 in key stage 2 and key stage 3 (ESTYN, June 2018)*

2.4 Response of the Local Authority

- The Religious Education Advisor reported that an Operational Panel of Schools teachers has been established to further assist the SACRE in identifying good practice and practices requiring further attention within the field.
 - The role of the panel is to encourage schools to share good practice among themselves and thereby raise the profile of the SACRE and Panel to all schools, as well as to fulfil a monitoring role,
 - Anglesey SACRE identified the need for teachers to have continuity of transition between the primary and secondary sectors as the new Curriculum for Wales applies to pupils from 3 to 16 years of age.
 - It is expected that arrangements will be in place for secondary school teachers to become familiar with work completed in primary schools so that continuity can be established for smooth and sensible transition .
 - It was noted that St Mary's Catholic School, Holyhead has a different reporting process for RE and is not represented in the Schools Operational Panel.
 - It was discussed that the Diocese of the Church in Wales and GwE had been working together to share valuable resources with schools.
 - The Church has been recording Welsh-medium Joint Pledging sessions and GwE has shared them with schools

SACRE's Recommendations to Anglesey's Education Authority

- SACRE agreed that the Operational Panel's contribution is a positive step in broadening the Sacre's knowledge and understanding of the work being done in schools and will provide an insight into what is happening
- It was agreed that the Operational Panel meeting should focus on familiarisation with the Humanities Area of Learning and Experience in the new Curriculum
- The SACRE Clerk writes on St Mary's Head, Holyhead to invite him to join the SACRE Operational Panel.

2.5 Religious Education and the Welsh Government

The Welsh Government is now planning significant changes within the Religious Education Syllabus.

During the year:-

- There was a discussion on the Curriculum for Wales 2022 and the proposal to change the name Religious Education to Religion, Values and Ethics as part of the Humanities Area of Learning and Experience.
- There was an understanding that the new curriculum would be introduced with the support of the new Framework for Religious Education, and schools will need to design and implement their own curriculum.
- It was noted that the Welsh Government was in the process of producing the final Framework.
- Concerns were raised that there will be risks associated with the new curriculum. In relation to Religious Education, the subject will have to compete with History and Geography in the Humanities Area of Learning and Experience.
- Concern was raised that Religious Education would be at risk of further weakening.
- It was agreed that although the curriculum was positive in its thematic approach, the SACRE felt that the themes might not be sharp enough, and careful planning will have to be made to adapt the curriculum to an academic standard.

- The panel noted that there is a greater risk to Religious Education than other subjects as there are fewer teachers who are specialists in the field,
- Concern was raised about a lack of training for Religious Education teachers.

The Chair confirmed that he and the RE Advisor had been at the WASACRE's virtual meeting on 23 March 2021. He referred to the Curriculum and Assessment (Wales) Bill and noted that the Bill had been passed by the Welsh Government, and was awaiting Royal Assent.

Reference was made to the following changes adopted 29 January 2021 and included in the Bill:-

- Non-religious groups have not been granted separate group status in the new Standing Advisory Council;
- Reference was made to Wales, rather than Great Britain;
- Christianity was accepted as the main religion in Wales;
- SACRE's name would change, presumably to the Standing Advisory Council

SACRE's Recommendations to Anglesey's Education Authority

- Ensure all teachers are aware of the legislative changes following the recent consultations.
- Ensure that teachers are aware of 'what is important' in the Humanities Area of Learning and Experience and make full use of HWB resources.
- Continue to facilitate Anglesey's Religious Education teachers and members of Anglesey SACRE to fully contribute to any review of the curriculum and assessment arrangements.

2.6 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:
 - Guidance on Collective Worship (WASACRE, June 2013)
 - Supplementary guidance: 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 the standard of collective worship in schools by reviewing schools' self-evaluation reports during the meetings;
- Prior to Covid the SACRE made use of pro-forma to record their observations during their visits
- **In 2020-2021 the Religious Education Consultant confirmed that Primary and Secondary schools continue to fulfil their statutory duties in relation to Collective Worship by also conforming to Covid regulations at schools :-**

- When preparing to plan collective worship sessions under the current climate of Covid 19, it is important to note that headteachers consider the guidance from Welsh Government, **Live-streaming and video-conferencing: safeguarding principles and practice** <https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice/> which has been published as part of the 'Keeping Safe. Lifelong Learning' guidance to support schools who will present livestream sessions to their learners.

SACRE offers a number of ways in which schools can offer collective worship sessions that would be attainable and practical to learners and parents/carers. Schools could offer:

- Streaming collective worship services by the Headteacher that follow specific themes where successes are shared and time is included for reflection or worship. Specific staff could help headteachers prepare services on a rota basis;
- live collective worship via video conferencing e.g. through Microsoft Teams in Hwb;
- a minute to think presented via the school website, social media or email. This can be used as a meaningful way of offering opportunities for emotional, social, and spiritual development and an opportunity for worship as appropriate;
- send examples of reflections for learners to think about at home. They could be simple, a piece of music, a short picture/video or a significant question to consider. Parents/carers can then choose to offer an opportunity for worship as appropriate to the family background;
- the opportunity for learners to suggest themes and topics for collective worship or reflection. They may want to lead on the text of the service e.g. recording a short video for others, choosing a picture, and sharing successes. Learners can still be at the heart of child-led services;
- creative and purposeful services that could be developed by exploring part of the key concepts and themes contained in the What Matters in the Curriculum for Wales 2022 statements. This would give learners the opportunity to develop some of the characteristics of the four purposes and, at the same time, extend the life of resources created;
- an opportunity for learners to actively participate in collective worship and an opportunity to respond as part of the collective experience. For example, sending artwork, poetry, or simply sharing their thoughts on the reflection through a conversation with their teacher. Hwb's networks and speaking facilities could be a useful way of sharing these responses. This can be particularly important in this worrying time;
- share the experiences of teachers, support staff and learners in schools through a pre-recorded video, photograph, diary, etc... (if appropriate, and by obtaining the relevant consent and following safeguarding procedures); and
- for those without access to digital resources, provide a package of suggestions for reflection by post, so that they still have the opportunity to reflect and develop emotionally, socially and spiritually along with an opportunity to worship as/if appropriate to the family background. These could be based on resources already developed.

SACRE's Recommendations to Anglesey's Education Authority

- Ensure that schools comply with the statutory requirements in relation to collective

SACRE held on 25 February 2020.

- To discuss any matters arising from the minutes.

3 UPDATE BY THE RE ADVISOR TO THE SACRE

The RE Advisor to the SACRE to provide an update on the following:-

- The SACRE's Annual Report and Action Plan
- The New Curriculum

4 SUMMARY OF ACTIVITIES (Pages 9 - 10)

The RE Advisor to the SACRE to report on recent activities.

5 WALES ASSOCIATION OF SACRES (WASACRE)

To receive an update by Mr Rheinallt Thomas, a co-opted member of the SACRE, on the WASACRE's last meeting held on 7 October 2020.

6 NEXT MEETING

It was noted that the next meeting on the SACRE is scheduled for Tuesday, 16 February 2021.

7 EXCLUSION OF THE PRESS AND PUBLIC

To consider adoption of the following:-

"Under Section 100(A)(4) of the Local Government Act 1972, to exclude the press and public from the meeting during discussion on the following item on the grounds that it may involve the disclosure of exempt information as defined in Schedule 12A (Category 16) of the said Act."

8 CORRESPONDENCE

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

26 March 2021

A G E N D A

1 DECLARATION OF INTEREST

To receive any declaration of interest from a Member or Officer in respect of any item of business.

2 MINUTES (Pages 1 - 6)

To submit for confirmation, the draft minutes of the previous meeting of the SACRE held on 12 November 2020.

3 PRESENTATION ON SHARING INFORMATION WITH TEACHERS ON AN ELECTRONIC PLATFORM

To receive a verbal report by Mr Owen Davies, Senior Primary Manager, Education Department and Member of the Operational Panel for Schools' SACRE on the above.

4 PRESENTATION ON THE WORK OF THE OPERATIONAL PANEL FOR SCHOOLS' SACRE

To receive a verbal update on the above, and an opportunity for panel members to be introduced to Mrs Helen Roberts, a professional member of the Operational Panel for Schools' SACRE.

5 THE ANGLESEY SACRE'S ANNUAL REPORT 2019/20 (Pages 7 - 34)

To submit the Anglesey SACRE's Annual Report for the period 2019/20.

6 SCHOOLS' SELF-EVALUATION REPORTS (Pages 35 - 62)

To present the Religious Education Self-evaluation Report by Ysgol Gynradd Kingsland, Holyhead.

7 GCSE AND A LEVEL RESULTS 2021

The Clerk to the SACRE to provide an update on this year's pupil assessments to determine GCSE and A Level results.

8 WALES ASSOCIATION OF SACRES (WASACRE) (Pages 63 - 66)

To consider the following information provided by WASACRE:-

Amendments agreed by the Education Minister, Kirsty Williams in the Welsh Parliament - Stage 2 of the Children, Young People and Education Committee.

Mr Rheinallt Thomas to provide an update.

9 NEXT MEETING

The next meeting of the SACRE is scheduled for Tuesday, 22 June 2021

22 June 2021

A G E N D A

1 DECLARATION OF INTEREST

To receive any declaration of interest from a Member or Officer in respect of any item of business.

2 MINUTES

To submit for confirmation, the draft minutes of the previous meeting of the SACRE held on 26 March 2021.

3 SHARING INFORMATION WITH TEACHERS ON AN ELECTRONIC PLATFORM

To receive a verbal report on the Religious Studies resources that are available on the WJEC's website below:-

<https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=4287&langChange=cy-GB&s=03>

4 PRESENTATION OF THE WORK OF THE OPERATIONAL PANEL FOR SCHOOLS' SACRE

To receive a verbal update on the above, and an opportunity for Panel members to be introduced to Mrs Helen Roberts, a professional member of the Operational Panel for Schools' SACRE.

5 UPDATES BY THE CLERK TO THE SACRE ON WELSH GOVERNMENT CONSULTATIONS

The Clerk to the SACRE to provide an update on the following Welsh Government Consultations:-

- ☐ Curriculum for Wales – Religion, Values and Ethics (RVE) and
- ☐ Relationship and Sexuality Education (RSE) (guidances attached).

6 UPDATE FROM THE CLERK TO THE SACRE ON LOCAL AND NATIONAL RE MATTERS

- ☐ Collaboration between schools and GwE in relation to the Humanities AoLE.
- ☐ Courses available for schools on hate crime.

7 NAPFRE MEETING ON 15 JUNE 2021 (Pages 55 - 58)

The Clerk to the SACRE to provide an update.

8 WALES ASSOCIATION OF SACRES (WASACRE) (Pages 59 - 84)

To submit the minutes of the WASACRE meeting held on 23 March 2021 for information.

Mr Rheinallt Thomas gave an update on matters raised by the WASACRE at the Anglesey SACRE's last meeting.

The Chair and Clerk to the SACRE to provide an update from the WASACRE meeting on 16 June 2021.

9 ANY OTHER MATTERS

The Mudiad Meithrin New Plans on the Provision of RE Resources.

10 NEXT MEETING

The next meeting on the SACRE is scheduled for Tuesday, 12 October 2021 at 2.00 pm.

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

The WASACRE meetings were attended during the year by the following representatives:

- Mr Rheinallt Thomas
- Councillor Dylan Rees
- Mr Christopher Thomas

The WASACRE meetings were attended during the year by the following commentators:

- Mrs Gwyneth Hughes

3.3.2 The following provide SACRE with professional support:

Mr Rhys H Hughes, Director of Learning, Skills and Young People

Mrs Gwyneth Hughes, SACRE Support Advisor, Learning Service Senior Wellbeing Manager

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, Council Offices, 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
- Addysg Môn Website, Anglesey Schools
- Wales Association of SACREs

A copy was also distributed to:

- Members of Anglesey SACRE

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

How can SACRE monitor standards?

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

Further information

- <http://wales.gov.uk> > search for Religious Education
- Locally Agreed Syllabus (or National Exemplar Framework for Religious education in Wales)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplifying Learner Profiles at KS2 and KS3 in Religious Education: Additional Guidance (2011)
- Religious Education: Guidance 14-19 year olds (2009)
- People, Questions and Beliefs in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://wjec.co.uk>)

ESTYN

The new ESTYN inspection framework identifies five inspection areas or reporting requirements:

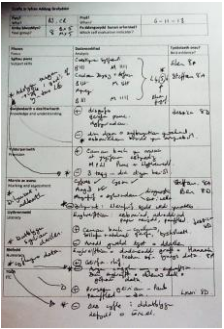
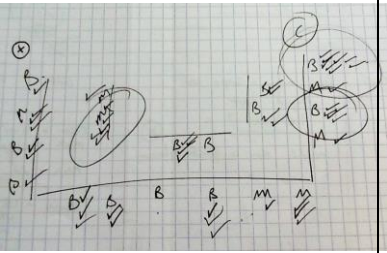
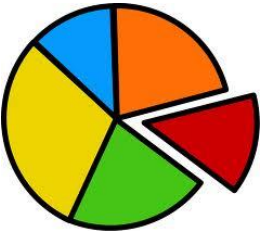
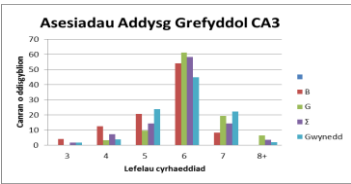

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experience
4. Care, support and guidance
5. Leadership and management

Few school inspection reports include references to the standard and quality of Religious Education and collective worship.

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 (Autumn 2017)

What evidence do schools use in order to make judgements?

<p>Book Review</p> 	<p>Teachers will collect a sample of pupils' work (e.g. range of abilities, ages, boys and girls) 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? • 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 Digital Competence framework? • What improvements do we need to make to our planning, provision and assessment?
<p>Questionnaires and interviews</p> 	<p>Schools can analyse the results of questionnaires used with pupils, teachers and parents to answer 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 RE skills? • What are their perceptions/attitudes/opinions? • What improvements do we need to make to our planning, provision and assessment of religious education?
<p>Data</p> 	<p>Can schools use teacher assessment data or external examination results (secondary schools only) in order to identify trends or patterns?</p> <ul style="list-style-type: none"> • How well are boys/girls/groups performing over time? (all schools) • How well are our pupils performing in comparison with other departments/other schools? (secondary schools only) • Are there any groups of pupils who are underachieving? (all schools) • What improvements do we need to make to our planning, provision and assessment of 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, e.g. school literacy, numeracy or ICT co-ordinators; • Minutes of meetings held with teachers, school governors or SACRE visitors. • Action research undertaken by a member of a Professional Learning Community; • External accreditation, e.g. Religious Education Quality Mark

SACRE Guidance (pages 3, 4, 5 and 6)

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 or calendar, school leaders will need to consider what evidence is available to them in order to make judgment on inspection area 4.2. Religious Education and collective worship can make important contributions to pupils' personal development.

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. Using these prompt questions with staff, governors, pupils and their Supporting Improvement Adviser, will enable schools to identify strengths and weaknesses to help them plan improvements. There is no need to answer every question.

Inspection Area 1: Standards

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

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

Inspection Area 2: Wellbeing and attitudes to learning

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

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

Inspection Area 3: Teaching and learning experiences

Remember to use quantitative and evaluative language and include 'real' examples of the provision. Time allocated to religious education? % of pupils that choose Religious Studies as an option? % of pupils who attain an accreditation for their statutory religious education.

- How do we know that our school meets the statutory requirements for religious education?
- How does our school teach religious education?

- Does religious education succeed to engage our pupils' interest? Are they stimulated and challenged in their religious education lessons?
- 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 our pupils to know what they have achieved and what they need to do to improve?
- How do we assess and track the progress of pupils in religious education?
- How does our planning for religious education help pupils to become ambitious, confident, aspirational and knowledgeable individuals? How are we responding to the recommendations of 'Successful Futures'?
- To what extent does our school provide a wide and appropriate range of experiences, within the classroom and outside, in order to develop pupils' interest and skills in religious education?
- Have we organised any trips or visits linked to religious education? Which 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 increasing opportunities for pupils to practice and develop their RE skills and their literacy, numeracy and ICT skills?
- What areas for improvement require attention in the next year?

Inspection Area 4: Care, support and guidance

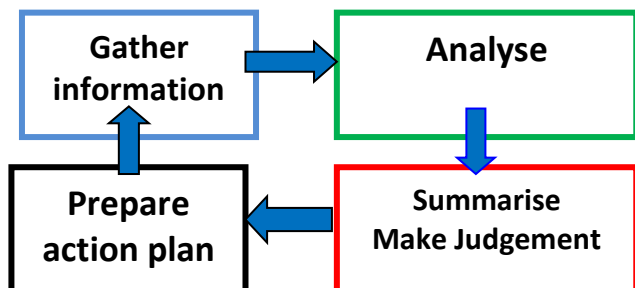
Remember to use quantitative and evaluative language and include 'real' examples of the provision.

- To what extent do our religious education lessons/activities help our pupils to be active citizens?
- How do our pupils influence what and how they learn in religious education?
- Do we participate in any community activities or have links with any faith leaders or organisations?
- How does religious education contribute to our pupils' understanding of the culture of Wales, the local community and the wider world?
- Give examples of how religious education has helped our pupils to understand matters pertaining to 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 our school develop the pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values?
- Does our school meet the statutory requirements regarding collective worship?
- How good is the collective worship? How well do we plan the collective worship over time?
- How do we keep our pupils safe from the dangers of radicalisation, *e.g. extremist material, either through guest speakers or through speakers on site visits?*
- How do we ensure that any concerns that arise about comments made by pupils during religious education lessons are considered appropriately?
- What areas for improvement require attention in the next year?

Inspection Area 5: Leadership and management

- Has the RE subject leader the necessary skills and understanding to lead the religious education effectively?
- Are teachers able to access 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 RE by their parents and does the school have good arrangements for their provision during RE lessons? Has this number increased/decreased/remained the same over the last 5 years? From what groups are these pupils? Do you have a conversation with parents about their decision?
- In what ways does our school's provision for RE help promote better community cohesion?
- How often do we monitor religious education? How do we share this information with other relevant staff?
- Do we consider the views of pupils in the self-evaluation report and action plans?
- Do we work with RE teachers from other schools? What has been the impact of this?
- What is the 'best example of religious education' that we can share with our local SACRE or with other teachers?
- What areas for improvement require attention in 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;
- Arranging for members to visit schools;
- By asking pupils, staff, governors in a sample of schools to complete an online questionnaire;
- By studying external examination results and KS3 teacher assessments, (secondary schools only)

What sources are available in your area?

- An evaluation of schools' self-evaluation reports;
- An evaluation of schools' policies, schemes of work, development or improvement plans;
- Performance data: KS3 teacher assessments, GCSE, AS and A level results;
- Reports submitted by SACRE members following school visits;
- An evaluation of questionnaires submitted by learners, staff, governors, SACRE/WASACRE members or governors;
- Presentations by learners, teachers, co-ordinators, headteachers;
- Success in competitions or external accreditation schemes.

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' SM Teams
- SACRE members
- Local Authority / Consortia 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 xxx can be seen in...

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

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

YYYY 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

Name of the school:

Religious Education

Inspection area 1: Standards in religious education

How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What have we identified 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, refer to: the 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, WJEC examiners' reports.

Notes:

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

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

What do you think our pupils gain from religious education lessons?

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

Notes:

Our pupils have a **JUDGEMENT** attitude towards religious education in 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 refer to: the 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, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018).

Notes:

The standard of teaching religious education 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 our pupils to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and 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, records of any hate crime/bullying.
- For further guidance refer to: SACRE Guidance, Guidance on collective worship (WASACRE), Supplementary guidance: collective worship in non-denominational schools (ESTYN, September 2017), Supplementary guidance: listening to learners (ESTYN, September 2017).

Notes:

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, refer to: SACRE guidance

Notes:

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

Improvement matters	Actions to be taken	Whom?	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's Name:

Headteacher's Signature:

Date:

3.6: A record sheet for Anglesey SACRE members who attend a school's 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 teacher(s) a local religious leader parent(s) governors	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The collective worship session lasted for:	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:

Biblical story	<input type="checkbox"/>	A presentation by an adult	<input type="checkbox"/>
Story from another religion	<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:

- develop learners' ability to reflect on their own feelings, values and attitudes;
- develop learners' awareness of 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 personal and communal;
- 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 share and reflect on the 'happy' and 'sad' events and experiences which impact 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:

Anglesey SACRE Action Plan 2019 - 2022

This Action Plan is based on the following documents:

- Annual SACRE report
- New Curriculum for Wales
- ESTYN Reports

Priority	Actions	Responsibility	Evidence	Outcomes
<p>1. Religious Education and Collective Worship are operational in all schools. Raise the image and status of the subject within the Humanities and Health and Wellbeing Curriculum in addition to the Religious Education Framework.</p>	<ul style="list-style-type: none"> • Raise the status of Religious Education within Anglesey’s primary and secondary schools. • Create an operational panel to offer guidance and advice within the Religious Education subject in each catchment area. Report back to the SACRE Panel once every term for their work within catchment area. • Expectations for the area are 	<p>SACRE Members / School Headteachers</p> <p>GMH to establish an Operational Panel</p> <p>School SACRE</p>	<ul style="list-style-type: none"> • Schools purposively plan for Religious Education. Each school has a teacher who leads on Religious Education at the school. • Each school is aware of the SACRE’s work. • Terms of Reference Meeting minutes • Religious Education and collective 	<ul style="list-style-type: none"> • Each school complies with the expectations for daily collective worship. • There is an RE Coordinator in each school who leads and monitors quality. • Schools regularly feed into a Religious Education SE and prioritise progress. • The standard of Religious Education in workbooks is increasing. Pupils are able to reflect well. Quality collective worship sessions are presented in each session. • Teachers and pupils relate the importance of Religious

	<p>clear to all schools.</p> <ul style="list-style-type: none"> SACRE members to attend collective worship sessions in schools and ensure a continuum of learning. 	<p>Members</p> <p>SACRE</p>	<p>worship resources are in a box on the Addysg Môn website.</p> <ul style="list-style-type: none"> Verbal reports of SACRE members. References towards collective worship in ESTYN reports. 	<p>Education in everyday life through welfare, reflection and community.</p> <ul style="list-style-type: none"> SACRE members have a good understanding of Collective Worship quality in schools. Good relationship created between the SACRE Panel and schools.
<p>2. Teachers' knowledge of the changes within the area is good and enables them to plan the new curriculum with confidence and enthusiasm.</p>	<ul style="list-style-type: none"> Ensure that headteachers, teachers and SACRE members are knowledgeable about the requirements of Religious Education as part of the Humanities Area of Learning and Experience in the New Curriculum. Ensure that there are opportunities to share good practice between schools by looking at the work of learners, work plans and informal lesson observations. Ensure a link between primary and secondary teachers within the Humanities Area of Learning and Experience to share good practice. 	<p>Subject Advisor and Leaders of Innovative Schools</p> <p>SACRE Operational Committee and Schools</p> <p>SACRE Operational Committee</p>	<ul style="list-style-type: none"> Examples of good practice in workbooks, on the class walls etc., SACRE panel observation reports on collective worship. Learners' work reflects the requirements of the new CfW. Minutes of meetings. Operational panel has been established and is operational. 	<ul style="list-style-type: none"> The RE work of all learners reflects the four purposes. Learners are given valuable experiences of the teaching and learning. RE is a natural part of the learning and is given equal attention within the Area of Learning and Experience. Arrangements and structures established to monitor quality Very good relationship between primary and secondary coordinators which supports continuous improvement.

<p>3. Create a platform to share resources in order to share good practice within RE and collective worship.</p>	<ul style="list-style-type: none"> • Add a Religious Education and Collective Worship box to the Addysg Môn HWB forum. 	<p>Subject Advisor</p>	<ul style="list-style-type: none"> • The box on the HWB website. • Examples of good practice in it. 	<ul style="list-style-type: none"> • Reduce the workload of teachers in planning for RE and collective worship work. • Facilitate the creation of collective worship sessions for schools. • Bank of good and excellent lessons is shared between teachers to raise the standard of RE teaching in schools. 	
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