

Standing Advisory Council for Religious Education

**ANGLESEY
ANNUAL REPORT**

September 2012 - August 2013

Director of Lifelong Learning

Dr Gwynne Jones

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**SECTION 1:
EXECUTIVE SUMMARY**

SACRE's function in relation to Religious Education

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

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

1.1 Chairman's summary

Another year of our involvement with Religious Education and collective worship has passed, the only subject, as you are aware, of all the subjects taught in our schools, which is controlled at a local level by a council of local representatives.

We have had the opportunity, during the year to scrutinise many self-evaluation reports submitted by the county's schools. We congratulate the teachers and the pupils on their successes and appreciate the candid way in which head teachers have acknowledged areas which need improving. The standards of religious education and religious studies during the year were very encouraging. We celebrate the results, but hope that we will see the gap between the results of boys and girls close. We must thank the teachers for their commitment in all that they do.

I would like to take advantage of the opportunity to thank SACRE members for their commitment and loyalty during the period in which I was privileged to be Chairman. I also thank the various officers involved in SACRE for their support and perseverance.

It is fair to say that the support of CYNNAL will be missed now that the subject's advisory support provided by CYNNAL has ended. Despite this, I understand that under the new arrangements, Miss Bethan James' links with SACRE will not be completely lost.

Onward with the work, and may heaven smile on all your activities.

Best wishes,

E. G. Davies
Eurfryn G Davies.
Chairman, 2012-13

SECTION 2: ADVICE TO ANGLESEY EDUCATION DEPARTMENT

2.1 SACRE's function in relation to Religious Education

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

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

2.2 The Locally Agreed Syllabus

Gwynedd and Anglesey SACREs have adopted the 'National Exemplar Framework for Religious Education for 5-19 year old learners' as the Locally Agreed Syllabus for Gwynedd and Anglesey (2008). The document is promoted during training sessions, courses and visits to schools. Materials to support the Agreed Syllabus are developed as part of the training programme.

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

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

2.3 How good are standards?

Anglesey SACRE monitors religious education and collective worship by:

- receiving a summary of a school's self-evaluation report in response to the key questions of ESTYN's Inspection Framework;
- analysing the Local Authority's teacher assessments and secondary examination results;
- reviewing ESTYN inspection reports for references to 'religious education' or 'collective worship', and,
- Receiving regular reports from representatives of the CYNNAL advisory service.

2.3.1 Schools' self-evaluation reports

SACRE members resolved at their meeting on 14 February 2011, to continue to receive a copy of schools' self-evaluation of religious education and collective worship and asked head teachers to use a revised template. Anglesey SACRE, Anglesey head teachers and members of the National Advisory Panel for Religious Education (NAPfRE) have approved the new template which was redrafted in response to the new ESTYN Inspection Framework (Appendix 3.5). The SACRE clerk, who is an Education Officer for Anglesey Council is responsible for distributing and collating the self-evaluation reports. Primary and secondary schools are asked to submit a summary of their self-evaluation during the year when the school is inspected by ESTYN.

CYNNAL has developed guidance and an online template for primary and secondary schools to support teachers and head teachers in their self-evaluation. The supplementary materials include

success criteria, lesson observation, book review guidance, data analysis, making judgements on standards and cross curricular skills as well as exemplar questions which could be used when interviewing pupils. All Humanities training courses include an element of self-evaluation and endeavour to ensure that teachers are aware of any RE guidelines distributed by the Welsh Government. Teachers are advised to refer to the three key questions which form the basis of the ESTYN inspection framework.

1. How good are outcomes?
2. How good is provision?
3. How good are leadership and management?

Five self-evaluation reports were submitted from primary school head teachers during the year: Corn Hir, Llanfachraeth, Llanddona, Penysarn, Rhosybol, Y Tywyn. 5 schools which were inspected during 2012-13 failed to submit a self-evaluation report: Brynsiencyn, Cemaes, Llanbedrgoch, Pentraeth, Y Fali.

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

	How good are outcomes in Religious Education?				How good is provision in Religious Education?				How good is the provision for collective worship?			
	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory
Primary		5			1	4			1	3	1	
Secondary												
Total		5			1	4			1	3	1	

Nearly half of the self-evaluation reports reflect the requirements of Gwynedd and Anglesey SACREs by submitting evaluative comments based on specific evidence. In the best examples, the commentary was measurable and quantitative and made references to the Locally Agreed Syllabus. However in nearly half of the reports, the comments were descriptive and did not refer to the standards achieved in RE.

How good are outcomes in Religious Education?

Nearly half of the schools were able to identify good features such as:

- the ability of most pupils to describe and discuss the main features of religious ceremonies, holidays and celebrations, (Rhosybol, Penysarn);
- the ability of most KS2 pupils to identify the main features and artefacts associated with worship, and the importance of pilgrimage in many of the world's religions, (Rhosybol);
- the ability of most pupils to recall some of the beliefs, teachings and practices studied (Corn Hir, Penysarn);

- the ability of most pupils to identify the similarities and differences within and across religions, (Corn Hir).
- the ability of a minority of pupils to make connections between beliefs, teachings and practices and to describe the effect on the lives of believers, (Corn Hir);
- the ability of most pupils to understand symbolic language and to use a range of religious terms appropriately (Corn Hir), and,
- the ability of many pupils to discuss their own responses and those of other people to questions about life, the world around them and religion, (Corn Hir).

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

- develop the ability of Foundation Phase pupils to pose questions and express opinions, (Corn Hir);
- ensure that religious education tasks challenge the more able pupils; (Corn Hir);
- develop Foundation Phase pupils' knowledge and understanding of some of the world's religions (Rhosybol), and
- further develop KS2 pupils' understanding of the links between religions (Penysarn).

How good is the provision for Religious Education?

Nearly half the schools identified good practices such as:

- teachers' good subject knowledge and the learning plans that ensure the progression and development of pupils' religious education skills (Corn Hir);
- the wide range of experiences which enable Foundation Phase pupils to make good progress in their knowledge, understanding, discussion and reasoning skills within the context of religious education (Corn Hir);
- detailed assessment methods that help teachers to provide tasks for different abilities, (Corn Hir);
- a good range of suitable resources, (Corn Hir, Llanfachraeth), and,
- teachers who are prepared to research teaching methods which are suitable for religious education, e.g. attending training courses, working with other teachers and reading 'RE News' (Rhosybol).

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

- ensure greater opportunities for pupils to identify suitable success criteria and to reflect on their learning in religious education, (Corn Hir);
- continue to provide a wide range of interesting and valuable learning experiences, (Corn Hir);
- develop the ability of every pupil to respond to and discuss topics relevant to religious education, (Llanddona), and
- to develop pupils' awareness of fundamental questions, (Penysarn).

How good is the provision of collective worship?

All schools conform to the statutory requirements.

Around half of the schools identified good practices such as:

- the opportunities to explore moral, spiritual and religious attitudes and to nurture a community spirit, (Corn Hir), and
- the use of Bible stories and moral stories as a focus to collective worship sessions, (Rhosybol).

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

- emulate the excellent practices in every collective worship session, (Corn Hir);
- ensure that every member of staff understands his/her responsibility for collective worship, (Corn Hir);
- further develop the ethos of all collective worship sessions so that they are different from the usual assemblies and whole school meetings, (Corn Hir);
- identify more opportunities for pupils to develop and lead collective worship sessions, (Rhosybol, Penysarn), and to
- use more multi-media presentations in the collective worship sessions, (Rhosybol).

SACREs Recommendations to Anglesey Council

- Improve the quality of schools' self-evaluation of religious education and collective worship;
- Develop co-ordinators' and subject leaders' knowledge and understanding of RE and their management skills;
- Consider actions to tackle schools which have failed to submit a self evaluation report to SACRE;
- Agree on a self evaluation timetable and protocol so that every school is aware of SACRE's expectations;
- Facilitate opportunities for teachers to share good practice in religious education and collective worship, and,
- Invite religious education co-ordinators to present their work to SACRE members.

2.3.2 Teacher assessment and external examination results in the secondary sector

Teacher assessments: Religious Education KS3

Departments judge pupils' attainment on the basis of the year's work, specific assessment tasks and tests. CYNNAL's advisory teachers have led many training meetings since 2007 in order to identify the characteristics of level descriptions and plan suitable learning activities.

Secondary RE departments were invited to submit portfolios of pupils' work to the attention of WJEC external moderators in 2010/11 and 2011/12 in order to moderate teachers' understanding of the level descriptions. This process ended during the Summer of 2012 and all departments have received a report outlining how the moderators had agreed or disagreed with the departments' interpretation of the level descriptions. The reports included advice for teachers if the moderators had failed to agree with the departments' interpretation of the levels. There will be no further opportunities to submit portfolios.

- 4 secondary departments have submitted portfolios for external moderation. Ysgol Uwchradd Caergybi did not submit a portfolio.
- The majority of departments have shown a good understanding of the characteristics of Levels 4 and 5, while nearly half of RE departments have a good understanding of the characteristics of Levels 6 and 7. Nearly all departments were advised to respond to some issues relating to the nature of the activities or assessment criteria.

SACRE Recommendations to Anglesey Council

- Provide support for the departments which had failed to present their portfolios or which had failed to show a full understanding of the level descriptions, and,
- facilitate opportunities for teachers to share good practice in religious education and collective worship.

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

Year	Schools	Pupils		%L5+		%L6+		%L7+	
	A+G+C*	Anglesey	A+G+C	Anglesey	A+G+C	Anglesey	A+G+C	Anglesey	A+G+C
2012	4(5)+13(14)+4(7)	656	2,568	74.1%	74.1%	29.7%	43.4%	14.3%	12.7%
2011	3(5)+11(14)+2(7)	377	1,767	76.9%		26.0%		6.9%	

* By the end of the Autumn term 2012, every secondary school in Anglesey had submitted KS3 performance data, 13 out of 14 secondary schools in Gwynedd and 4 out of 7 schools in Conwy. Special schools did not submit teacher assessments for religious education.

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

KS3 teacher assessments for Religious Education were received from 4 secondary schools in Anglesey.

- The average subject score for Anglesey was 5.05.
- Learners have attained L3 or below in 4 schools.
- The percentage of pupils who have attained Level 5+ varies from 63.2% from one school 80% to another school.
- Whereas there is a considerable variation in the percentage of pupils who have attained Level 5 in the 4 schools, (34.5% - 50.7%) the variation is not so significant at level 6 (21.6% - 30%).
- Pupils have been awarded L7 in 4 schools but the percentage varies from 2% to 17%. No pupil was awarded L8 in religious education.

GCSE Results: Religious Studies (full course)

Religious Studies is an optional examination subject at GCSE. A few schools have adopted the WJEC Religious Studies course as an accreditation for all pupils who follow the statutory Religious Education course. The range of subjects, examination boards and modular examinations makes it difficult to determine a mean score for all subjects. It is inappropriate therefore to compare school performances and pupils' performance in RE and other subjects. However this information is available in each school and RE heads of department are expected to refer to pupils' performance in other subjects as they self-evaluate standards in religious education.

	Number of schools	Number of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2012	4	46	110	156	43.5	65.5	59.0	76.1	94.5	89.1	100	100	100	44	50	49
2011	5	46	100	146	21.7	58.0	46.6	67.4	92.0	84.2	100	100	100	41	49	47

Very good results

- 156 candidates from 4 of the 5 secondary schools in Anglesey. The average score is 49, an increase of 2 points since 2011;
- The number of candidates who sit the examination varies from 20 pupils in one school to 55 in another;
- 59% of candidates attain A*/A grades (excellence) which is a significant increase (+12.4%) on last year's results.
- 89.1% of candidates attain Level 2 qualifications, (A* - C).
- All candidates have been awarded a Level 1 qualification in Religious Education.
- More girls than boys choose Religious Studies as a GCSE option, (B 46 : G 110).
- The results achieved by the girls are better than those achieved by the boys. The girls' average score of 50 is higher (+6) than the average score of 44 attained by the boys. A difference of +8 represents a GCSE grade. However, this year's results suggest that the gap between boys' and girls' performance is closing, (2012 +8).
- All boys and all girls attain a L1 qualification, but the gap between boys and girls is greater at the A/A* standard (gap=22%) than at Level 2 (gap=18.4%).

It's unlikely that schools will be able to access the RE advisory support after March 2013. Secondary heads of department might consider forming professional learning communities in order to research key questions relevant to GCSE Religious Studies.

GCSE results: Religious Studies (short course)

The data submitted represents the results of pupils who were 15 or older in January 2012. These pupils have chosen to follow a GCSE short course and have decided to 'cash in' their points instead of continuing with their studies in order to attain a full GCSE qualification.

Anglesey secondary schools	Number of pupils			% Excellence			% L2			% L1			Average subject score		
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2012	4	3	7				50.0	66.7	57.1	100	100	100	19	21	20
2011	32	37	69				65.6	86.5	76.8	100	100	100	20	24	22
2010	70	136	206				61.4	91.2	81.1	100	100	100	19	24	22

Candidates' average subject score in other subjects is unavailable to the Humanities Adviser. Consequently it is inappropriate to compare schools' performance. However, RE departments are able to access this data and they are advised to use it in their departmental self-evaluation.

SACRE's Recommendations to Anglesey Council

- Ensure that RE teachers are able to access the subject guidance offered by WJEC;
- Facilitate professional learning communities for religious education teachers to undertake action research into key questions such as:
 - *Why do pupils choose the subject? Why don't pupils choose the subject? Why do more girls than boys choose the subject?*
 - *What can RE departments learn from those departments which have been successful in supporting the boys as they prepare for the external examinations? What other strategies should be considered in order to narrow the gap between girls and boys?*
 - *How can departments challenge pupils to achieve work of the highest standard?*

2.3.3 ESTYN Inspection Reports

11 schools in Anglesey were inspected by ESTYN during the year. There were no references to religious education in the published reports. The standard of collective worship was good.

2.4 Response of Local Authority

The quality and development of educational provision in Anglesey's schools during the school year was reported upon in the Annual Report on the Education Service. With reference to Anglesey's Children and Young People's Plan 2011-2014, Core Aim 2 is relevant to the work of Anglesey SACRE.

Core Aim 2: Every child and young person has access to a comprehensive range of education, training and learning.

The purpose of this core aim is to ensure that 'all children and young people achieve their full potential and develop skills for life.'

Anglesey Council and Gwynedd Council provide financial support to CYNNAL (the advisory service). CYNNAL appoints an Humanities Adviser to be responsible for Geography, History, Religious Education and Education for Sustainable Development and Global Citizenship and to provide curriculum support for the primary and secondary schools of the two authorities. A part time secondment (0.5 in 2011-12) is also offered to an advisory teacher.

2.4.1 The support of the advisory service

Since 1996, primary and secondary schools within the local authority have received the support of CYNNAL (the advisory service). The Humanities Advisor and the part time Religious Education advisory teachers visit schools as part of the 'entitlement programme'. Three advisory teachers supported schools during 2011-12:

- Mrs Leusa Jones (1 day a week): secondary support
- Miss Debbie Humphreys: (1 day a week): primary support
- Mrs Nia Wyn Jones (0.5 day a week): primary support

The RE advisory team supports teachers as they plan programmes of study and assessment plans, prepare classroom activities and select suitable classroom resources. Developing thinking skills and assessment for learning are priorities for many of the county's teachers. CYNNAL supports schools that are preparing for inspection by helping teachers and departments to self-evaluate standards in religious education. The contribution of advisory teachers is invaluable as a means of disseminating good practice, developing interesting classroom activities and supporting teachers as they prepare for the future.

The Humanities Adviser and/or the advisory teachers have worked on behalf of Gwynedd and Anglesey education authorities and have submitted termly reports to SACRE. These presentations focussed on recent developments, pedagogy and resources and outlined the work undertaken in the local authority's schools.

The advisory team responded to the needs of schools in 2012-13 by:

- supporting schools in their delivery of the Locally Agreed Syllabus and the new self-evaluation framework. Support was provided at training courses, during school visits, by e-mail communication and on the CYNNAL Moodle site.
- Identifying the characteristics of a good self-evaluation, with particular reference to evaluative statements and measurable and quantitative evidence;
- Preparing and delivering training courses:
 - 'Closing the Gap: Effective Teaching and Learning' for secondary RE teachers. Teachers used samples of pupils' work and exemplar lesson observations in order to make a judgement on the standards of religious education and literacy achieved by pupils and on the standard of provision. Particular attention was given to the use of appropriate evaluative language when writing self-evaluation reports;
 - 'GCSE Religious Studies' for secondary RE teachers under the guidance of the WJEC subject leader;
 - 'Data and Mysteries: developing reading skills in the Humanities' for KS3 RE teachers. Teachers used a cross curricular mystery on the theme of 'Slavery' in

order to model a reading, oracy and writing activity. The afternoon session focussed on developing pupils' data reading skills as they used charts, graphs, tables and diagrams as evidence in their exploration of fundamental questions;

- 'What's the meaning of Christmas?' for primary RE teachers. A local church (Beaumaris Church), artefacts, Bible stories and carols were used to develop pupils' enquiry and literacy skills.
 - A 5 day Humanities training and development course for primary teachers. The theme of 'peace' provided a vehicle to develop teachers' knowledge and understanding of Buddhism and to model examples of extended writing activities for KS2 pupils. Teachers were also given the opportunity to self-evaluate RE standards. The impact of the training can be seen in the assignments submitted by the teachers following the course: schemes of work, action research, creating a pupils' profile of one attainment level;
 - Understanding Standards in KS3. The three RE advisers for North Wales worked together to organise a training course for KS3. The course was sponsored by WASACRE, the local authorities of North Wales and secondary schools. The course provided an opportunity to reinforce previous guidance as teachers discussed how they should plan and assess rich learning activities in religious education. Reference was made to the guidance published by the Welsh Government: 'Religious Education: Guidance for KS2 and KS3'. Representatives from 5 secondary RE departments in Anglesey attended the training event.
- observing newly qualified secondary religious education teachers;
 - using the CYNANAL Moodle Site to distribute guidance documents and exemplar resources for teachers, and,
 - share news and good practice in Anglesey by contributing articles to 'RE News'.

The Humanities Adviser attends the National Advisory Panel for Religious Education meetings and meetings of the Wales Association of SACREs. The Humanities Adviser is chair of NAPfRE this year. These meetings provide national forums to discuss matters relevant to Religious Education.

2.4.2 Support for schools after April 2013

The advisory branch of CYNNAL was disbanded on 31 March 2013. There are no subject advisers or RE advisory teachers serving the schools of Gwynedd and Anglesey. Miss Bethan James has been appointed as a system leader, working for GwE (the regional School Effectiveness Service)

2.5 Religious Education and the Welsh Government

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

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

- Religious Education: Chief Moderator's Report 2012 (<http://cbac.co.uk>)

SACRE's recommendation to Anglesey Council

- Ensure that RE teachers are aware of the guidance documents available and act on the guidance.

2.6 Religious Education and ESTYN

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

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

SACRE's recommendations to Anglesey Council

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

2.7 SACRE's function in relation to collective worship

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

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

- SACRE members and Anglesey schools have received collective worship guidance documents:
 - 'Supplementary guidance for inspecting collective worship in non-denominational schools' (ESTYN, June 2013);
 - Guidance on Collective Worship (WASACRE, June 2012).
- Anglesey SACRE monitors standard of collective worship in schools by reviewing schools' self-evaluation reports;
- Anglesey SACRE recommends that schools use a range of resources in order to provide meaningful collective worship sessions for their pupils:
 - CYNNAL's Moodle site: guidance, exemplar timetables, a list of useful books and websites, exemplar materials provided by local primary schools;
 - Christian Aid's monthly collective worship resources are distributed in the e-bulletin to every primary, secondary and special school in Anglesey.

Determinations

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

SACRE's Recommendations to Anglesey Council

- Ensure that schools conform to the statutory requirement for collective worship and provide quality collective worship sessions;
- Advise schools to use a range of resources in order to provide meaningful collective worship sessions. CYNNAL's Moodle site is a good starting point for guidance, an exemplar timetable, a list of books and websites and exemplar materials from local schools;
- Distribute the monthly Christian Aid collective worship materials to all primary, secondary and special school in Anglesey.

SECTION 3: ANNEXES

3.1 Administrative matters in relation to SACRE

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

Christians and Other Faiths, namely,

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

Teachers, namely;

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

Elected members

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3.2 SACRE membership of Anglesey 2012-13

Christians and Other Religions

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

Deacon Stephen Francis Roe
 Mrs Catherine Jones
 Mr Rheinallt Thomas
awaiting nomination
 Prof. Euros Wyn Jones
awaiting nomination

Teachers' Unions' representatives

Association of School and College Leaders (ASCL)
 Welsh National Union of Teachers (UCAC)
 National Association of Schoolmasters and Union
 of Women Teachers (NASUWT)
 National Union of Teachers (NUT)
 Association of Teachers and Lecturers
 National Association of Head teachers (NAHT)
 Co-opted

~~Mr Martin Watkin (Ysgol Caergybi)~~
~~Mr Nedy Edwards (Ysgol Syr Thomas Jones)~~
~~Ms Miriam Aratjan~~

~~Mr Eirion Hughes~~
~~awaiting nomination~~
~~Ms Eirabeth Williams~~
 Alison Jones (Ysgol Parch T Ellis)
 Bethan Ll Jones (Ysgol y Graig)

Local Members

Councillor E. G. Davies (Chairman)

Councillor Jim Evans
Councillor W T Hughes
Councillor Gwilym O Jones
Councillor R Llewelyn Jones
Councillor Alun Mummery
Councillor G O Parry (M.B.E)
Councillor Dylan Rees
Councillor Peter Rogers.

Co-opted members (non voting)

Mrs Helen Bradley Jones
 Rev. Elwyn Jones

Bangor University
 Sunday School Council

Officers

Dr Gwynne Jones
 Mr Gareth Jones
 Miss Bethan James
 Mrs Leusa Jones
 Miss Debbie Humphreys
 Mrs Nia Wyn Jones

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

Mrs Ann Holmes

Committee officer

3.3 SACRE meetings 2011-12

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2012-13, Anglesey SACRE met on three occasions:

9 October 2012
13 February 2013
28 June 2013

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

a) Meeting held on 9 October 2012

- Anglesey SACRE's Annual Report (draft) 2011/2012
- Support provided by the Advisory Service
 - How good are standards in religious education?
 - The findings of the Chief Moderator's Report on KS3 Teacher Assessment
- School self-evaluation reports: Corn Hir, Llanfachraeth, Llanddona, Rhosybol.
- Wales Association of SACREs: submit oral report for the meeting held at Llandudno Junction, Conwy on 26 June 2012.

b) Meeting held on 13 February 2013

- Standards of Religious Education: report by the education officer.
- Support provided by the Advisory Service
- Wales Association of SACREs: submit papers for the meeting held at Merthyr Tudful in November 2012.
- 'SACREs and the Local Community' Report (WASACRE)
- Anglesey SACREs Annual Report (final) 2010/11

c) Meeting held on 28 June 2013

- Support provided by the Advisory Service
- How can SACRE undertake its responsibilities in the future?
- Wales Association of SACREs: submit papers for the meeting held at Newport on 22 March 2012.
- Review of the Locally Agreed Syllabus
- Correspondence

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

The following representatives attended WASACRE meetings during the year:

- Mr Eurfryn Davies (Chairman of Anglesey SACRE)

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

3.3.2 The following provide SACRE with professional support:

Dr Gwynne Jones, Director of Lifelong Learning

Mr Gareth Jones , Education Officer and SACRE clerk

Miss Bethan James, Humanities Adviser, who serves Gwynedd and Anglesey as a member of the advisory company, CYNNAL.

Mrs Leusa Jones, Miss Debbie Humphreys, Mrs Nia Wyn Jones: part time advisory teachers

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

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

3.3.3 The SACRE report was sent to the following organisations:

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

- Members of Anglesey SACRE
- Department for Education and Skills, Welsh Government
- Head of Anglesey's Education Department
- Anglesey Council Leader
- Council website for Anglesey schools
- Wales Association of SACREs

A printed copy was distributed to:

- Members of Anglesey SACRE

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

Rationale

Religious Education in locally controlled by a Standing Advisory Council on Religious Education (SACRE). It is made up of three committees: representatives of the principal religious traditions of the area, teacher representatives and local authority representatives. SACRE's main function is, "to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit." (Education Reform Act 1988 s.11(1)(a))

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

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

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

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

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

Contact details:

Name (SACRE Clerk): Gareth Jones

Address: Education and Leisure Department, Ffordd Glanhwfa, Llangefni. LL77 7EY

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

Name of School:

Religious Education							
Key Question 1: How good are outcomes in Religious Education?							
<ul style="list-style-type: none"> Self-evaluation is based on lesson observations, evaluation of pupils' work and interviews with pupils. Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results. 							
References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education, Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Guidance and Exemplar Profiles (2011), 14-19 year old Learners (2009)							
Standards in Religious Education – progress in learning							
Areas for Development							
Excellent		Good		Adequate		Unsatisfactory	

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

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

Signed: (Head teacher)

Date:

3.6 Guidance for interpreting external examination data

What does the GCSE (full course) table show?

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

What does the GCSE (short course) table show?

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