

**Standing Advisory Council for Religious Education**

**ANGLESEY  
ANNUAL REPORT**

**September 2017 - August 2018**

**Director of Lifelong Learning**

**Delyth Molyneux / Arwyn Williams**

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## **SECTION 1**

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

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

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

#### **1.1 Chairman's summary**

Dylan Rees  
Chairman, 2017-18

## SECTION 2: Advice to Anglesey Education Department

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

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

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

### 2.2 The Locally Agreed Syllabus

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

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

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

### 2.3 How good are standards?

Anglesey SACRE monitors religious education and collective worship by:

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

#### 2.3.1 Schools' self-evaluation reports

SACRE members resolved at their meeting on 14 February 2011, 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 head teachers and members of the National Advisory Panel for Religious Education (NAPfRE) have approved templates which were drafted in response to the 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. 2 reports were submitted during 2017-18, representing x% of Anglesey schools.

	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Number of reports</b>	6/53	8/53	12/53	11/53	32x
<b>% of Anglesey schools</b>	11%	15%	22%	21%	

Two self-evaluation reports were submitted to Anglesey SACRE during the year. Reports were received from 2 primary schools: Ysgol Corn Hir, Ysgol Pentraeth. There were no action points arising from the reports.

#### **SACREs Recommendations to Anglesey Council**

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

KS3 teacher assessments and KS4 and KS5 external examination results were not discussed during the SACRE meetings held in 2017-18.

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

### 2.3.3 ESTYN Inspection Reports

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

Information regarding the inspection by ESTYN of 6 primary schools. The schools were inspected under the terms of ESTYN's new Inspection Framework.

School	Date	Care, support and guidance (2.3) <i>Is there a reference to spiritual, moral, social and cultural development?</i>	Care, support and guidance (2.3) <i>Is there a reference to collective worship?</i>	Learning experiences (2.1) <i>Is there a reference to Religious Education?</i>	Working with partnership (3.3) <i>Is there a reference to local religious communities?</i>
Penysarn	October 2017	✓	✓ <sup>1</sup>	✗	✓
Y Fali	October 2017	✗	✗	✗	✗
Brynsiencyn	December 2017	✓	✓	✓	✓
Llanbedrgoch	January 2018	✗	✓ <sup>1</sup>	✗	✗
Santes Gwenfaen	January 2018	✓	✗	✓	✗
Rhosybol	March 2018	✓	✓ <sup>1</sup>	✗	✗

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

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

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

## 2.4 Response of Local Authority

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

Schools were invited to share good practice during the year and were given the opportunity to outline the religious education and collective worship experiences provided for their pupils:

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

Up until April 2018, Anglesey Council commissioned GwE (School Effectiveness and Improvement Service) to support Anglesey SACRE meetings and to represent Anglesey SACRE in regional and national meetings. In the Anglesey SACRE meeting on 18 April 2018, the Education Officer reported that GwE have withdrawn support to the six local authorities in North Wales. Letters were sent to the GwE Chief Executive, Head of Learning and the Portfolio Holder for Education outlining the need for SACRE to receive the right support and guidance in order to fulfil its duties as a statutory body.

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

- Ensure that Anglesey SACRE receives the appropriate support and guidance in order to fulfil its duties as a statutory body.
- Respond to the priorities of the 2016-16 action plan.

## 2.5 Religious Education and the Welsh Government

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

- <http://wales.gov.uk> > search for Religious Education
- The Agreed Syllabus (or 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>)

### Curriculum for Wales

- During 2014-15, Professor Graham Donaldson was commissioned to undertake an independent review of the curriculum and assessment arrangements in Wales. Anglesey SACRE has contributed to the consultation process of the 'Great Debate' and has discussed the recommendations of the report, 'Successful Futures' published in February 2015.
- The Wales Association of SACRES is represented on the Welsh Government's Strategic Stakeholders Group and the National Advisory Panel for Religious Education (NAPfRE) has held a meeting this year with representatives from the Welsh Government's Curriculum Department as they support the pioneer schools and develop a Curriculum for Wales. Miss Bethan James, the GwE challenge adviser who supports Gwynedd and Anglesey SACREs is currently working with other NAPfRE members in order to help teachers prepare for the new curriculum

- In October 2017, GwE's Supporting Improvement Officer updated members on the recent developments. Barbara Wintersgill's, (Exeter University) work on the 'big ideas for Religious Education' has been shared with the teachers from the pioneer schools which have been developing the new Curriculum. A working group of WASACRE and NAPfRE members have also been commissioned by Welsh Government to produce an advisory paper for the Humanities Area of Learning and Experience and the key messages of this consultation paper were shared with members.

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

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

## **2.6 Religious Education and ESTYN**

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

- [www.estyn.org.uk](http://www.estyn.org.uk);
- Religious Education in Secondary Schools (ESTYN, June 2013), and,
- Supplementary Guidance: collective worship in non-denominational schools (2017).
- Religious Education at Key Stage 2 and Key Stage 3 (ESTYN, June 2018)

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

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

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

Welsh Office Circular 10/94 notes that the 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 for inspecting collective worship in non-denominational schools' (ESTYN, October 2017);
  - An 'Update for Inspectors (April 2018)' to the Committee. 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 standard of collective worship in schools by reviewing schools' self-evaluation reports;
- In response to the recommendations made by Anglesey SACRE, the Education Authority has corresponded regularly with all schools asking them to invite SACRE members to attend a collective worship session. A pro forma is available for members to record their observations. One member has attended a collective worship session this year at Ysgol Pencarnisiog.

## **Determinations**

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

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

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

## **SECTION 3: Annexes**

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

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

**Christians and Other Faiths, namely,**

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

**Teachers, namely;**

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

**Elected members**

## 3.2 SACRE membership of Anglesey 2017-18

### Christians and Other Religions

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

Rev. Kate McClelland  
Mrs Catherine Jones  
Mrs Einir Morris  
Mrs Anest Frazer  
Prof. Euros Wyn Jones  
Mr Christopher Thomas

### Co-opted teachers' representatives

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

~~Mrs Alwyn Williams~~  
~~Alwyn Williams~~  
~~Alwyn Jones~~  
~~Heidi Hearn~~  
~~Mary Jones~~  
~~Elaine Edwards~~  
*awaiting nomination*

### Councillors

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

### Co-opted members (non voting)

Rheinallt Thomas

Sunday School Council

### Officers

**Delyth Molyneux**/Arwyn Williams  
Gareth Jones  
Bethan James (until April 2018)

Director of Lifelong Learning  
Education officer and SACRE clerk  
GwE Supporting Improvement Adviser

Shirley Cooke

Committee officer

### 3.3 SACRE meetings 2017-8

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2017-18, Anglesey SACRE met on two occasions:

10 October 2017  
18 April 2018

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

**a) Meeting held on 10 October 2017**

- Matters arising: *invitation extended to Ysgol David Hughes to share good practice, distribution of guidance to new SACRE members, a letter of thanks secondary head teachers for their support to the teachers developing the new GCSE Religious Education course, the reduction in the numbers choosing to study theology in Wales, national petition on collective worship.*
- Anglesey SACRE annual report (draft) 2016-17
- Standards in religious education: school inspections
- Presentation: Ysgol Pencarnisiog's response to the recommendations of the ESTYN inspection report
- ESTYN's Thematic Report
- Update from GwE's supporting improvement adviser
- Wales Association of SACREs: submit an oral report following the meeting held in Wrexham on 7 July 2017
- Anglesey SACRE action plan for 2017-18

**b) Meeting held on 18 April 2018**

- Matters arising: *results of the national petition on collective worship, correspondence from the Coleg Cymraeg Cenedlaethol, the questionnaire distributed as part of ESTYN's thematic review of Religious Education.*
- Anglesey's SACRE's Annual Report 2016-17
- ESTYN inspections: Ysgol Penysarn, Ysgol y Fali, Ysgol Brynsiencyn, Ysgol Llanbedrgoch, Ysgol Santes Gwenfaen, Rhoscolyn, and Ysgol Rhosybol
- Self-evaluation reports: Ysgol Corn Hir ac Ysgol Pentraeth
- Specialist support for Anglesey SACRE
- An amendment to the WASACRE constitution
- Managing the Right of Withdrawal from Religious Education (WASACRE 2018)
- Correspondence

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

The following representatives attended WASACRE meetings during the year:

- ????

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

- ???

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

Delyth Molyneux/Arwyn Williams, Director of Lifelong Learning

Gareth Jones, Education Officer and SACRE clerk

Bethan James, GwE supporting improvement adviser (until April 2018)

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

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

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

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

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

**A copy was distributed to:**

- Members of Anglesey SACRE

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

#### 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](http://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:

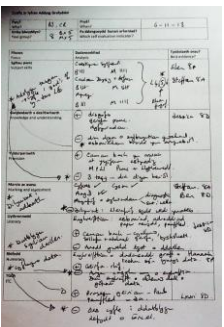
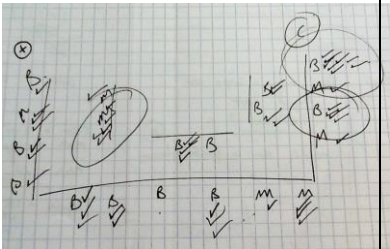
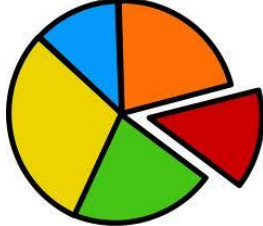
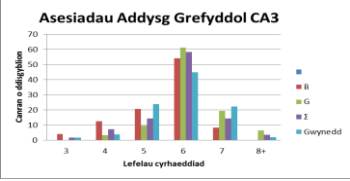

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experience
4. Care, support and guidance
5. Leadership and management

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

##### Further information:

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

# What evidence do schools use in order to make judgements?

<p><b>Book Review</b></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"> <li>• What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving?</li> <li>• To what extent does pupils' work reflect the requirements of the Locally Agreed Syllabus?</li> <li>• To what extent does pupils' work develop the skills identified by the National Literacy, Numeracy and Digital Competence frameworks?</li> <li>• What improvements do we need to make to our planning, provision and assessment of religious education?</li> </ul>
<p><b>Lesson Observation</b></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"> <li>• What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving?</li> <li>• Are the pupils well motivated? Are they contributing to their own learning?</li> <li>• Does the work reflect the requirements of the Locally Agreed Syllabus?</li> <li>• Does the work develop the skills identified by National Literacy, Numeracy Digital Competence framework?</li> <li>• What improvements do we need to make to our planning, provision and assessment?</li> </ul>
<p><b>Questionnaires and interviews</b></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"> <li>• What do they think about the content of the RE lessons? Are there significant groups who are offering different opinions?</li> <li>• What progress are they making in their RE skills?</li> <li>• What are their perceptions/attitudes/opinions?</li> <li>• What improvements do we need to make to our planning, provision and assessment of religious education?</li> </ul>
<p><b>Data</b></p> 	<p>Schools can 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"> <li>• How well are boys/girls/groups performing over time? (all schools)</li> <li>• How well are our pupils performing in comparison with other departments/other schools? (secondary schools only)</li> <li>• Are there any groups of pupils who are underachieving? (all schools)</li> <li>• What improvements do we need to make to our planning, provision and assessment of religious education?</li> </ul>
<p><b>Other</b></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"> <li>• Success in local or national RE competitions;</li> <li>• Participation in local or national RE events/conferences/projects/publications;</li> <li>• Monitoring reports by other members of staff, e.g. school literacy, numeracy or ICT co-ordinators;</li> <li>• Minutes of meetings held with teachers, school governors or SACRE visitors.</li> <li>• Action research undertaken by a member of a Professional Learning Community;</li> <li>• External accreditation, e.g. RE Quality Mark</li> </ul>

## SACRE Guidance

### 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 an evaluative judgment on Inspection Areas 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 the autumn term of 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 to plan improvements. There is no need to answer every question.

### Inspection Area 1: Standards

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

- What is our view on standards of religious education in 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 do we need to do differently in order to improve?**

### Inspection Area 2: Wellbeing and attitudes to learning

**Remember to use qualitative 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?
- **What do we need to do differently in order to improve?**

### Inspection Area 3: Teaching and learning experience

**Remember to use qualitative 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?
- How good is our 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 range of appropriate learning 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 opportunities for pupils to practise and develop their RE skills and their literacy, numeracy and ICT skills?
- **What do we need to do differently in order to improve?**

#### Inspection Area 4: Care, support and guidance

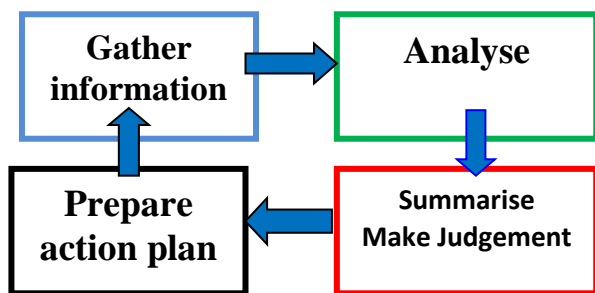
Remember to use qualitative and evaluative language and include ‘real’ examples of the provision.

- 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?
- How has religious education helped our pupils to understand equality and diversity? Stereotypes, religious extremism, human rights?
- Which effective opportunities do the school offer pupils to develop certain values and establish their spiritual and ethical beliefs?
- How effective is our school at developing the pupils’ ability to reflect on (extensive) fundamental questions from a religious or non-religious perspective? 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 visiting speakers or through speakers on site visits?*
- How do we respond to any concerns that arise about comments made by pupils during religious education lessons?
- **What do we need to do differently in order to improve?**

#### 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 RE? 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 do these pupils come? Do you have a conversation with parents around their decision is taken?
- 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 staff?
- Do we consider the views of pupils in the self-evaluation report and improvement 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 do we need to do differently in order to improve?**

## How can SACREs monitor standards?



## How can SACRE gather information?

- By asking schools to submit information and self evaluation.
- By commissioning an 'expert' to visit a sample of schools and provide a termly report;
- By visiting schools themselves;
- 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 xxxx can be seen in...

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

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

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

## What should be included?

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

Name of the school:

**Religious Education**

**Improvement 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 assessment, learning walks, lesson observations to make a judgement.
- Refer to: groups of 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, 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?***

- Use pupils' work, an analysis of a RE questionnaire, minutes of meetings held by focus groups/School Council meeting.
- 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 experience in Religious Education**

***How good is the planning and teaching of religious education in 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, Examiners' reports, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018).

Notes:

The standard of teaching of religious education in 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 become active citizens?***

- Use learning walks, interviews with pupils, 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?***

- 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	Who is responsible?	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.

Head teacher:

Signature:

Date:

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



**Standing Advisory Council for Religious Education.**

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

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

The theme of the collective worship session was: \_\_\_\_\_

I heard a:

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










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

Today, the collective worship session helped to:

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

Any other comment :

### 3.7: Anglesey SACRE Action Plan 2017-8

Anglesey SACRE Annual Report 2015-16/2016-17	Action points 2017-18 LA (Local authority) PS (Professional support) SM (SACRE members)	Evidence	Outcomes	
Curriculum for Wales Humanities Area of Learning and Experience "What Matters' statements	<ul style="list-style-type: none"> <li>Eusnure that head teachers, teachers, governors and SACRE meetings are aware of the requirements of the Curriculum for Wales (PS)</li> <li>Contribute to local discussions to plan learning experiences that reflect the 'what matters' statements of the Humanities Area of Learning and Experience (LA+PS+SM)</li> <li>Represent Anglesey in and National discussions relevant to developing the new curriculum and assessment arrangements) (LA+SP+SM)</li> <li>Develop a locally Agreed Syllabus for Anglesey schools that reflects the principles of the Curriculum for Wales</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of SACRE meetings</li> <li>Minutes of WASACRE meetings</li> <li>Anglesey SACRE correspondence and guidance to schools</li> <li>Anglesey Agreed Syllabus</li> <li>Examples of good practice</li> </ul>	<ul style="list-style-type: none"> <li>A locally Agreed Syllabus which reflects the principles of the Curriculum for Wales</li> <li>Religious Education given due consideration as schools revise the curriculum and assessment arrangements.</li> <li>The provision of religious education in all schools is good or very good.</li> <li>Standard of religious education in all schools is good or very good.</li> </ul>	  
Promote good quality collective worship	<ul style="list-style-type: none"> <li>Ensure that schools conform to the statutory requirements and provide good quality collective worship. (LA+SM)</li> <li>Encourage schools to invite Anglesey SACRE to attend collective worship sessions. (SM)</li> </ul>	<ul style="list-style-type: none"> <li>Correspondence to schools</li> <li>Oral reports of SACRE members</li> <li>References to collective worship in ESTYN reports.</li> </ul>	<ul style="list-style-type: none"> <li>ESTYN reports note that collective worship is good.</li> <li>All schools conform to the statutory requirements</li> <li>Improved understanding to collective worship in schools.</li> </ul>	  
<i>Professional support for Anglesey SACRE?</i>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	  
<i>Rich learning experiences – contribution that local partners can make in order to develop an understanding of religious education in the new curriculum.</i>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	