

Standing Advisory Council for Religious Education

**ANGLESEY
ANNUAL REPORT**

September 2013 - August 2014

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

It is a privilege, as Chair of Ynys Mon's SACRE, to present the 2012/13 Annual Report. As a "new kid on the block" in terms of joining SACRE I have found the role of being Chairman a steep learning curve. I am therefore extremely grateful for the support and wise counsel that has been given to me by the other members plus the invaluable assistance provided by the two officers, namely Ms Ann Holmes (Committee Officer) and Mr Gareth Jones (Clerk). A special thanks must also go to Miss Bethan James, Systems Leader for GwE, whose vision, enthusiasm and knowledge has inspired us all.

During my period of office we have seen a number of changes to the operation of SACRE as we seek to become more effective. These include:

- developing and implementing an Action Plan based on the recommendations contained in last year's Annual Report to ensure that progress is regularly monitored;
- allocating school visits to SACRE members in order to monitor first hand collective worship;
- inviting teachers from different schools to give presentations to SACRE on their teaching of religious education so that we might identify and promote good practice.

It has also been a pleasure to welcome two new members to the SACRE, namely Ms Kirsty Williams (representing the Church in Wales) and Mr Christopher Thomas (representing the Roman Catholic Church).

Finally, may I once again thank all the SACRE members for their commitment over the last twelve months. I am confident that as we continue to strive together we can make a real difference in raising the standards of religious education here on Ynys Mon.

Dylan Rees
Chairman, 2013-14

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). Before March 2013, the syllabus and exemplar materials were promoted by CYNNAL's humanity adviser during training sessions, courses and visits to schools. This curriculum support ended in March 2013.

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, and by
- reviewing ESTYN inspection reports for references to 'religious education' or 'collective worship'.

Following the closure of the advisory service for religious education in March 2013, Gwynedd and Anglesey SACRE members have considered alternative ways of fulfilling their responsibilities of monitoring and advising the local authorities. Ten members responded to a questionnaire distributed to Anglesey SACRE members (28.05.13). An analysis of the responses (26.11.13) shows that:

- all Anglesey SACRE members feel confident in their understanding of the statutory requirements for collective worship in schools;
- many members are prepared to attend collective worship sessions in a sample of schools every term. Four members submitted their names, one member offered to lead collective worship sessions occasionally;
- many Anglesey SACRE members feel confident in their understanding of the statutory requirements of the Locally Agreed Syllabus and are prepared to read and prepare an analysis of a sample of self-evaluation reports. Four members submitted their names;

- a majority of members are prepared to visit schools in order to discuss the self-evaluation report with the religious education co-ordinator or head of departments. Four members submitted their names.

2.3.1 Schools' self-evaluation reports

SACRE members resolved at their meeting on 14 February 2011, to continue to receive copies of schools' self-evaluation of religious education and collective worship and asked head teachers to use a revised template. Anglesey SACRE, Anglesey head teachers and members of the National Advisory Panel for Religious Education (NAPfRE) have approved the new template which was redrafted in response to the new ESTYN Inspection Framework (Appendix 3.5). The SACRE clerk, who is an Education Officer for Anglesey Council is responsible for distributing and collating the self-evaluation reports. 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 developed guidance and an online template for primary and secondary schools to support teachers and head teachers in their self-evaluation. The supplementary materials included success criteria, lesson observation, book review guidance, data analysis, making judgements on standards and cross curricular skills as well as exemplar questions which could be used when interviewing pupils.

Three self-evaluation reports were submitted to Anglesey SACRE during the year. Reports were received from Y Fali and Pentraeth primary schools and Ysgol Uwchradd Bodedern.

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

	How good are outcomes in Religious Education?				How good is provision in Religious Education?				How good is the provision for collective worship?			
	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory
Primary		2				2				2		
Secondary		1				1				1		
Total		3				3				3		

The self-evaluation reports reflect the requirements of Gwynedd and Anglesey SACREs by submitting evaluative comments based on specific evidence. In the best examples, the commentary was measurable and quantitative and made references to the Locally Agreed Syllabus.

How good are outcomes in Religious Education?

The schools were able to identify good features such as:

- the ability of most pupils to describe and discuss the main features of religious ceremonies, holidays and celebrations, (Y Fali, Pentraeth);
- the ability of most pupils to contribute to discussions based on moral questions such as, *'what makes a good friend?'* *'why is it important to tell the truth?'* and fundamental questions such as *'what makes us human?'* or *'what's real?'* (KS2 Pentraeth), *'is there life after death?'* or *'what's the meaning of life?'* (KS3 Ysgol Uwchradd Bodedern);
- the ability of pupils to identify the similarities and differences across religions, (KS2 Ysgol Gymuned y Fali);
- pupils' confidence in using ICT to gather information in religious education lessons (Ysgol Gymuned y Fali);
- pupils' attainment at KS3 teacher assessments and KS4 and KS5 external examinations (Ysgol Uwchradd Bodedern).

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

- develop the ability of learners to engage with big questions (Ysgol Gymuned y Fali);
- close the gap between Free School Meals (FSM) pupils and non-FSM pupils, (Ysgol Uwchradd Bodedern).

How good is the provision for Religious Education?

The schools identified good practices such as:

- appropriate planning, (Ysgol Gymuned y Fali, Ysgol Uwchradd Bodedern);
- the successful use of big questions as a focus to the learning, (Ysgol Pentraeth);
- learning activities which allow pupils to build on their previous learning and develop their religious education skills and their ability to express opinions and make decisions, (Ysgol Uwchradd Bodedern);
- oral and writing activities that reflect the requirements of the National Literacy Framework, (Ysgol Uwchradd Bodedern).

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

- revise their schemes of work in order to ensure progression, (Ysgol Gymuned y Fali);
- develop literacy through religious education, (Ysgol Gymuned y Fali);
- observe religious education lessons as part of their self-evaluation process, (Ysgol Gymuned y Fali);
- encourage more pupils to choose religious studies as a GCSE, AS or A level course, (Ysgol Uwchradd Bodedern);
- develop challenging, interesting and extended tasks for more able pupils, (Ysgol Uwchradd Bodedern);
- trial more thinking skills and revision tasks in order to raise standards and pupil attainment, (Ysgol Uwchradd Bodedern).

How good is the provision of collective worship?

All schools conform to the statutory requirements.

The schools identified good practices such as:

- the contributions made by pupils to the collective worship sessions and religious celebrations such as Thanksgiving and Christingle, (Ysgol y Fali);
- the close links between the school and the local church, (Ysgol y Fali);
- the spiritual nature of the collective worship sessions, (Ysgol Pentraeth), and the
- significant contribution made by the collection worship sessions to learners' spiritual, moral, social and cultural development, (Ysgol Uwchradd Bodedern).

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

- develop specific themes and a more structured plan for collective worship sessions, Ysgol Gymuned y Fali);
- formally observe religious education lesson, (Ysgol Pentraeth).

SACREs Recommendations to Anglesey Council

- Develop co-ordinators' and subject leaders' knowledge and understanding of RE and their management skills;
- Invite religious education co-ordinators to present their work to SACRE members;
- Facilitate opportunities for teachers to share good practice in religious education and collective worship.
- Ensure that schools present their self evaluation reports to SACRE.

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 and use the findings of the national moderation programme (2013-12) and Welsh Government guidance to verify their judgements:

- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 and KS3 in Religious Education: Supplementary Guidance (2011)

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. However, CYNNAL does collect KS3 data on behalf of Anglesey (A), Gwynedd (G) and Conwy (C) local authorities*.

Year	Schools	Pupils		%L5+		%L6+		%L7+	
		Anglesey	A+G+C	Anglesey	A+G+C	Anglesey	A+G+C	Anglesey	A+G+C
2013	5(5)+5(14)+1(7)	675	1,241	86.8	90	41.6	57.5	13.8	16.9
2012	4(5)+13(14)+4(7)	656	2,568	74.1	82.9	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 2013, every secondary school in Anglesey had submitted KS3 performance data, 5 out of 14 secondary schools in Gwynedd and 1 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 schools' understanding of the attainment levels.

- All schools submitted end of KS3 teacher assessment data for Religious Education. The special school did not submit assessment data for Religious Education;
- 675 KS3 pupils were assessed in the summer term of 2013;
- 86.8% of Anglesey KS3 pupils attained Level 5+ in religious education. This represents an increase of 12.7% since 2012. The percentage of pupils attaining L5+ varied from 79.4% to 93.3%;
- 41.6% of Anglesey KS3 pupils attained Level 6+ in religious education. This represents an increase of 11.9% since 2012. The percentage of pupils attaining L6+ varied from 31.4% to 50.9%;
- 13.9% of Anglesey KS3 pupils attained Level 7+ in religious education. This represents an increase of 6.9% since 2012. Level 7 was awarded to pupils in all schools and the percentage of pupils attaining L7+ varied from 2.8% to 20.1%;
- Learners have attained L3 or below in 3 schools.
- No pupil was awarded L8 in religious education.

GCSE Results: Religious Studies (full course)

The data represents the candidates who were 15 years old or older in January 2013.

Anglesey secondary schools	Number of schools	Number of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2013	5	32	108	140	28.1	46.3	42.1	81.3	82.4	82.1	100	100	100	44	46	46
2012	4	46	110	156	43.5	65.5	59.0	76.1	94.5	89.1	100	100	100	44	50	49
2011	5	46	100	146	21.7	58.0	46.6	67.4	92.0	84.2	100	100	100	41	49	47

The average score achieved by the pupils in all subjects is not available to the humanities adviser. Consequently it is inappropriate to compare performances of schools. However, RE departments will be able to access data to show how their candidates performed in other subjects and are advised to use this information in their self-evaluation.

Good results

- 140 candidates from 5 schools in Anglesey. The average subject score of 46 shows a fall of 3 points since 2012.
- The number of candidates varies from 11 pupils in one school to 39 in another.
- 42.1% of the candidates were awarded A*/A (excellence). The percentage is significantly lower than 2012 (-17%) and shows a return to the percentage of 2012.
- 82% of the candidates were awarded a Level 2+ qualification (A*- C) which is lower (-7%) than the percentage of candidates awarded L2+ in 2012. All candidates have attained a Level 1 qualification.
- More girls than boys choose Religious Studies as a GCSE optional subject (B 32 : G 108).

- The results achieved by the girls are better than those achieved by the boys. The average score achieved by the girls is 46 in comparison with the average score of 44 achieved by the boys. +8 represents a GCSE grade. However this year's L2 results suggest that the gap between boys and girls has closed for the fourth consecutive year. The gap between the percentage of boys and girls attaining A*/A is 18.2% which is similar to the gap observed in 2012 (22%).

GCSE Results: Religious Studies (short course)

This data represents the pupils who were 15 years old or older on January 2010. These pupils have chosen to claim their points on the completion of their GCSE short course instead of continuing their studies for a second year. Very few schools offer the GCSE Religious Studies short course as an accreditation for the statutory KS4 Religious Education course.

Anglesey secondary schools	Number of schools	Number of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2013	2	11	32	43				72.7	84.4	81.4	100	100	100	21	25	24
2012	3	4	3	7				50.0	66.7	57.1	100	100	100	19	21	20
2011	2	32	37	69	0.0	0.0	0.0	65.6	86.5	76.8	100	100	100	20	24	22

What are SACRE's recommendations to Anglesey Council?

- Ensure that religious education teachers are able to access the subject guidance of the WJEC examination board.
- Facilitate professional learning communities for religious education teachers in order to share good practice.

2.3.3 ESTYN Inspection Reports

9 primary schools in Anglesey were inspected by ESTYN during 2013-14: Beaumaris, Caergeiliog, Cemaes, Corn Hir, Ffrwd Win, Goronwy Owen, Llaingoch, Moelfre, St Mary's. The reports note that schools:

- respond appropriately to the requirements of religious education (Beaumaris, Goronwy Owen);
- provide a wide range of stimulating experiences (Ffrwd Win);
- develop and facilitate pupils' personal, spiritual, moral and cultural development to a good standard, (Beaumaris, Caergeiliog, Goronwy Owen, Llaingoch, Moelfre);
- provide a range of excellent opportunities that promote pupils' social, moral, cultural and spiritual development, (Ffrwd Win);
- provide a daily collective worship session that successfully promotes the school's mission statement, (St. Mary's);
- benefit from the close links between the school and the wider community in order to effectively support pupils' spiritual, moral and emotional development, (St. Mary's);

- regularly review the school's policies and procedures and use these effectively in order to ensure pupils' personal, spiritual, moral and cultural development, (Corn Hir).

2.4 Response of Local Authority

Anglesey Council has commissioned GwE (School Effectiveness and Improvement Service) to support Anglesey SACRE meetings.

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.

Since the end of the provision of advisory support for religious education in March 2013 Gwynedd and Anglesey SACRE members have considered alternative methods of fulfilling their duties to monitor standards and advise the education authority. Ten members responded to a questionnaire circulated to Anglesey SACRE members (28.06.14). An analysis of the responses shows that:

- all Anglesey SACRE members feel confident in their understanding of the statutory requirements for collective worship in schools;
- many members are prepared to attend collective worship sessions in a sample of schools every term. Four members submitted their names, one member offered to lead collective worship sessions occasionally;

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 in the county’s schools.

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 2013-14

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
 Ms Kirsty Williams
 Prof. Euros Wyn Jones
 Mr Chris Thomas

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 Alwyn Mackin~~
~~Mr Alwyn Mackin~~
 Mrs Neely Edwards (Ysgol Syr Thomas Jones)
~~Mr Alwyn Mackin~~
~~Mr Alwyn Mackin~~
~~Mr Alwyn Mackin~~
~~Mr Alwyn Mackin~~
~~Mr Alwyn Mackin~~
~~Mr Alwyn Mackin~~
 Alison Jones (Ysgol Parch T Ellis)
 Bethan Ll Jones (Ysgol y Graig)

Local Members

Councillor W T Hughes
 Councillor Gwilym O Jones
 Councillor R Llewelyn Jones
 Councillor Alun Mummery
 Councillor Dylan Rees (Chairman)
 Councillor Dylan Rees
 Councillor Peter Rogers
 Councillor Alwyn Rowlands

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

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

Mrs Ann Holmes

Committee officer

3.3 SACRE meetings 2011-12

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2013-14, Anglesey SACRE met on three occasions:

26 November 2013
18 February 2014
17 June 2014

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

a) Meeting held on 26 November 2013

- GwE's support to Anglesey SACRE
- 'Religious Education in Secondary Schools' (ESTYN's thematic report, 2013)
- Review of the National Curriculum for Wales
- Anglesey SACRE's Annual Report (draft) 2012/2013
- How good are standards in religious education? An analysis of KS3 teacher assessment and GCSE external examinations.
- ESTYN inspection reports – references to religious education, collective worship and pupils' moral and spiritual development: Cemaes, Corn Hir, Moelfre, Llaingoch.
- Schools' self-evaluation reports: Ysgol Uwchradd Bodedern
- How can SACRE members contribute to the monitoring of the standards of religious education and collective worship?
- Wales Association of SACREs: submit oral report for the meeting held at Caernarfon, Gwynedd on 19 June 2013.

b) Meeting held on 18 February 2014

- Religious Education at St. Mary's Catholic School (presentation by Christine Hunt);
- Anglesey SACREs Annual Report (final) 2011/12
- ESTYN inspection reports – references to religious education, collective worship and pupils' moral and spiritual development: Ffrwd Win, Caergeiliog, St. Mary's.
- Schools' self-evaluation reports: Ysgol Gymuned y Fali, Ysgol Pentraeth
- The National Literacy and Numeracy Framework and Review of the National Curriculum for Wales.
- A song book for schools, 'O Dduw, ein Tad' (Bangor diocese)
- Wales Association of SACREs: submit papers for the meeting held at Cardiff on 10 October 2013.

c) Meeting held on 17 June 2014

- Working in partnership: presentation by Kirsty Williams, Children's, Youth, and Families Ministry Enabler at The Church in Wales;
- ESTYN inspection reports – references to religious education, collective worship and pupils' moral and spiritual development: Beaumaris, Goronwy Owen;

- Fulfilling Anglesey SACRE's monitoring duties;
- North Wales Protection Conference, 28 March 2014: report by Deacon Stephen Roe;
- Wales Association of SACREs: submit papers for the meeting held at Caerphilly on 27 March 2014.

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

The following representatives attended WASACRE meetings during the year:

- Mr Rheinallt Thomas (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, system leader (GwE)

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:

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

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

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

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

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

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

Contact details:**Name (SACRE Clerk):** Gareth Jones**Address:** Education and Leisure Department, Ffordd Glanhwfa, Llangefni. LL77 7EY

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

Name of School:

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