

**Standing Advisory Council for Religious Education**

**ANGLESEY  
ANNUAL REPORT**

**September 2014 - August 2015**

Head of Learning

Mrs Delyth Molyneux

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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**

Dylan Rees  
Chairman, 2014-15

## 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).

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, 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. **A letter was circulated (11.06.14) to all primary and secondary schools to submit their self evaluation reports to Anglesey SACRE by 22 May 2015. 8 reports were submitted during 2014-15, representing 15% of Anglesey schools.**

Before 2013, 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.

Eight self-evaluation reports were submitted to Anglesey SACRE during the year. Reports were received from Carreglefn, Ffrwd Win, Henblas, Llangoed, Llangaffo, Parc y Bont, Santes Gwenfaen (Rhoscolyn) during the year and on secondary school evaluation from Ysgol Gyfun Llangejni.

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
<b>Primary</b>	1	5*			1	4*			1	4*		
<b>Secondary</b>		1				1				1		
<b>Total</b>		6				5				3		

\*Not all schools submitted a concise judgement.

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 Foundation Phase (FP) pupils to simply discuss the main Christian holidays and celebrations;
- about half of the FP pupils to effectively recall and simply communicate some of the religious beliefs, teachings and practices studied. They can suggest why these aspects of religion are important to some people, (Ysgol Ffrwd Win);
- FP pupils to understand why Bible is important to Christians, (Ysgol Henblas) and recall stories from the Old and New Testaments, (Ysgol Henblas);
- most FP pupils to understand the meaning of religious symbols, (Ysgol Llangaffo);
- most FP pupils to understand the main messages of religious stories, with a few able to explain the effect of the messages/lesson on individuals, (Ysgol Llangoed);
- nearly all FP pupils to express an opinion, recall their personal experience and show an awareness and understanding of other people's faith and ways of worship, (Ysgol Santes Gwenfaen, Rhoscolyn);
- most Key Stage 2 (KS2) pupils to identify the main features of religious worship, the use made of religious artefacts during worship, (Ysgol Garreglefn);

- most KS2 to understand the importance of pilgrimage sites for many of the world religions, (Ysgol Garreglefn);
- many KS2 pupils to successfully describe and begin to explain the faiths, teachings and practices studied. They can give specific examples of the ways these aspect affect the lives of believers. They begin to effectively identify the similarities and differences between religions, (Ysgol Ffrwd Win);
- KS2 pupils to question and reflect on increasingly challenging matters, and the ability of some pupils to discuss matters such as the meaning of life and the creation, (Ysgol Henblas);
- KS2 pupils to apply their religious education knowledge and skills to their personal questions on meaning and purpose, (Ysgol Llangaffo);  
the confidence of KS2 pupils, as they explore religious sources, (Llangoed);
- of the majority of pupils to express an opinion, to verify, justify or explain personal religious practices and respect the religious practices of others, (Santes Gwenfaen, Rhoscolyn);
- the increase since 2013, (+10.7%) in the percentage of KS3 pupils that showed features of L7+ in their religious education work, (Ysgol Gyfun Llangefni);
- the increase since 2013, (+12.7%) in the percentage of boys that attained A\* to C grades in GCSE Religious Studies, (Ysgol Gyfun Llangefni);

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

- develop pupils' ability to be more objective as they dealt with religious matters, (Ysgol Henblas);
- improve pupils knowledge and understanding of the stories and ways of worship of world religion, (Ysgol Garreglefn);
- continue to try to close the gap between the performance of boys and girls within the A\*/A and A/B range at GCSE, (Ysgol Gyfun Llangefni).

### **How good is the provision for Religious Education?**

The schools identified good practices such as:

- the good use made of stories, books, IT equipment by Foundation Phase teachers, (Ysgol Llangoed);
- the rich opportunities provided for FP pupils to explore a range of topics relevant to people and their beliefs through the medium of story, drama, exercises, role play, free play and puppets, (Ysgol Henblas);
- a wide ranging and rich religious education curriculum and learning activities that encourage pupils to gather information and understanding, (Ysgol Llangaffo);
- the opportunities provided for pupils to explore religious matters and to use the information gathered to develop their own judgements. In the best instances, the teaching is lively and ensures that pupils are active and participate fully in discussions. They are able to develop and consider their own opinions based on knowledge, understanding and experience. In these instances, the tasks challenge all pupils, (Ysgol Henblas);
- the good quality of the teaching, (Ysgol Llangaffo, Ysgol Rhoscolyn);

- carefully planned activities which provide the best possible opportunities for pupils to develop and build upon their previous skills, knowledge and understanding, (Ysgol Gyfun Llangefni);
- polished lessons that ensure that the pupils fully understand the texts and requirements of the GCSE course, (Ysgol Gyfun Llangefni);
- detailed and contemporary A Level lessons that inspire learners' interest and encourage independent study, (Ysgol Gyfun Llangefni).

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

- revise the religious education programmes of study, (Ysgol Llangaffo ac Ysgol Parc y Bont);
- develop teachers' and learners' questioning, (Ysgol Henblas, Ysgol Llangoed);
- provide more opportunities for KS2 pupils to explain and justify their ideas, (Ysgol Llangoed) and to explore religious topics objectively, (Ysgol Henblas);
- develop a portfolio of pupils' work in religious education (Ysgol Gwenfaen, Rhoscolyn, Ysgol Gyfun Llangefni);
- provide more opportunities for pupils to explore religious symbols, (Ysgol Ffrwd Win);
- provide more opportunities for pupils to study religion around them by organising visits and by inviting guest speakers to the school, (Ysgol Garreglefn);
- develop activities that help pupils to respond to specific questions of the external examination papers, (Ysgol Gyfun Llangefni);
- differentiating more effectively by developing and creating resources or by providing additional support or by preparing individual extended tasks, (Ysgol Gyfun Llangefni).

### How good is the provision of collective worship?

All schools conform to the statutory requirements.

The schools identified good practices such as:

- the notable spiritual character of the collective worship session, (Ysgol Llangaffo, Ysgol Parc y Bont);
- the careful planning that ensures variety and balance, (Ysgol Llangoed);
- effective use of appropriate stimulus material which includes music, literature, PowerPoint presentations and video clips that provoke interest and response, (Ysgol Llangoed);
- the opportunities to explore moral and spiritual topics and the links made with aspects of PSE, Global Citizenship and the Cwricwlwm Cymreig, (Ysgol Henblas);
- significant contribution made by the collection worship sessions to learners' spiritual, moral, social and cultural development, (Ysgol Gyfun Llangefni).

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

- create a more worshipful atmosphere in all collective worship sessions, (Ysgol Henblas);
- develop more opportunities for pupils to prepare and present collective worship sessions, (Ysgol Garreglefn, Ysgol Parc y Bont).

In response to the recommendations made by Anglesey SACRE, the Education Authority has corresponded with all schools (11.06.14) asking them to invite SACRE members to attend a collective worship session. Six schools have responded to the request and four SACRE members have attended good quality collective worship sessions at Kingsland, Parc y Bont, Parch Thomas Ellis, Y Fali, Y Tywyn and Ysgol Uwchradd Bodedern.

#### SACREs Recommendations to Anglesey Council

- Develop co-ordinators' and subject leaders' knowledge and understanding of RE and their management skills;
- Ensure that schools receive copies of 'Supplementary guidance: collective worship at non denominational schools' (ESTYN) and 'Collective Worship Guidance' (WASACRE);
- 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 an 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)\*.

Year	Schools A+G+C*	Pupils		%L5+		%L6+		%L7+	
		Anglesey	A+G+C	Anglesey	A+G+C	Anglesey	A+G+C	Anglesey	A+G+C
2014	5(5)+11(14)+0(0)	611	1,659	87.7	91.7	44.4	55.3	17.2	19.6
2013	5(5)+5(14)+1(7)	675	1,242	86.4	88.7	68.5	52.3	13.8	18.2
2012°	5(5)+13(14)+4(7)	657	2,577	74.0	82.7	51.4	43.2	6.8	12.5
2011	3(5)+11(14)+2(7)	378	1,773	76.7		40.9		10.1	

\* By the end of the Summer term 2014, every secondary school in Anglesey had submitted KS3 performance data, 11 out of 14 secondary schools in Gwynedd. Conwy schools and 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 schools (Yr Hafan acnd Ysgol y Bont) did not submit assessment data for Religious Education;
- 611 KS3 pupils were assessed in the summer term of 2014;



- Level 5+ : Good. 87.7% of Anglesey KS3 pupils attained Level 5+ in religious education. This represents an increase of 1.3% since 2013. The percentage of pupils attaining L5+ varied from 81.6% to 94.2%;
- Level 6+ : Adequate. 44.4% of Anglesey KS3 pupils attained Level 6+ in religious education. This represents a fall of 24.1% since 2013. The percentage of pupils attaining L6+ varied from 35% to 51.8%;
- Level 7+ Good. 17.2% of Anglesey KS3 pupils attained Level 7+ in religious education. This represents an increase of 2.4% since 2013. Level 7 was awarded to pupils in all schools and the percentage of pupils attaining L7+ varied from 10.6% to 26.2%;
- Learners have attained L3 or below in 2 schools.
- Pupils were awarded L8 in religious education in two schools.
- The performance of pupils receiving Free School Meals (FSM) is lower than that of pupils not receiving Free School Meals (non FSM) for all indicators, (L5+ -13.8%, L6+ -16.7%, L7+ -13.4%).

### GCSE Results: Religious Studies (full course)

The data represents the candidates who were 15 years old or older in January 2014

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
2014	5	27	110	137	40.7	55.5	52.6	81.5	87.3	86.1	100	100	100	44	48	47
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 data does not allow Anglesey SACRE to compare the performance of those pupils studying GCSE religious education with their performance in other subjects. 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

- 137 candidates from 5 schools in Anglesey. The average subject score of 47 shows an increase of one point since 2013.
- The number of candidates varies from 11 pupils in one school to 51 in another.
- 52.6% of the candidates were awarded A\*/A (excellence). The percentage has significantly improved since 2013 (+10.5%).
- 86.1% of the candidates were awarded a Level 2+ qualification (A\*- C) which is greater (+4%) than the percentage of candidates awarded L2+ in 2013. All candidates have attained a Level 1 qualification.
- More girls than boys choose Religious Studies as a GCSE optional subject (B 27 : G 110).
- The results achieved by the girls are better than those achieved by the boys. The average score achieved by the girls is 48 in comparison with the average score of 44 achieved by the boys, the difference 2+ points greater than 2013. 8+ represents a GCSE grade. However this year's L2 results suggest that the gap between boys and girls has increased

(+4.7) but remains lower than the results of 2012 and 2011. The gap between the percentage of boys and girls attaining A\*/A is 14.8% which is less than the gap observed in 2013 (18.1%). This is the fourth consecutive year for the gap to close since 2011 when there was a 36.3 difference between the average score achieved by the girls in comparison with that achieved by the boys.

### 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
2014	1	6	28	34	50.0	71.4	67.6	0.0	0.0	0.0	0.0	0.0	0.0	23	26	25
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?

- Encourage secondary departments to respond to any messages identified as a result of analysing schools' internal and external performance data;
- 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

7 primary schools, 1 special school and 1 secondary school in Anglesey were inspected by ESTYN during 2014-15:

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>
Y Bont	October	✓	✓	✗	✗

Bodedern	October	✓	✓ <sub>1</sub>	✗ <sub>2</sub>	✗
Parc y Bont	October	✓	✗	✓	✗
Parch T Ellis	October	✓	✗	✓	✓
Llangoed	January	✓	✓	✓	✓
Bodorgan	February	✓	✗	✗ <sub>2</sub>	✓
Kingsland	March	✓	✗	✓	✓
Morswyn	April	✓	✓	✓	✓
Bodffordd	June	✓	✓ <sub>1</sub>	✓ <sub>2</sub>	✗

1. The report refers to 'services' not collective worship sessions.
2. The report notes that the schools provide a curriculum which fulfils the statutory requirements.

The reports note that:

- nearly all schools promote pupils' social, moral, spiritual and cultural development effectively;
- Ysgol Gymraeg Morswyn provide a collective worship session that sets a 'Christian and moral atmosphere' and 'creates a an ethos of reflection';
- nearly all schools provide a curriculum that fulfils the statutory requirements of religious education;
- some schools have established strong Partnerships between the school and local religious communities, (Llangoed, Bodorgan, Kingsland a Morswyn);

## 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. Anglesey Council has commissioned GwE (School Effectiveness and Improvement Service) to support Anglesey SACRE meetings and to represent SACRE in regional and national 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 an 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>)

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.

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

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

In response to the recommendations made by Anglesey SACRE, the Education Authority has corresponded with all schools (11.06.14) asking them to invite SACRE members to attend a collective worship session. Six schools have responded to the request and four SACRE members have attended good quality collective worship sessions at Kingsland, Parc y Bont, Parch Thomas Ellis, Y Fali, Y Tywyn, and Ysgol Uwchradd Bodedern.

## **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;
- Ensure that schools receive copies of 'Supplementary guidance: collective worship at non denominational schools' (ESTYN) and 'Collective Worship Guidance' (WASACRE);
- Develop a form to help SACRE members to record their impressions following attending collective worship sessions in school.

## 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 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 Christopher 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 Macklin~~  
~~Mr Nedy Edwards~~ (Ysgol Syr Thomas Jones)  
~~Ms Miriam Armitage~~  
~~Mr Eirion Hughes~~  
~~Ms Eirion Hughes~~  
~~Ms Eirion Hughes~~  
Alison Jones (Ysgol Parch T Ellis)  
Bethan Ll Jones (Ysgol y Graig)  
Manon Morris Williams (Ysgol Llangaffo)

#### 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 Alwyn Rowlands

#### Co-opted members (non voting)

Rev. Elwyn Jones

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 2014-15

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2014-15, Anglesey SACRE met on three occasions:

07 October 2014  
24 February 2015  
09 June 2015

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

- a) **Meeting held on 7 October 2014**
- Anglesey SACREs action plan
  - Collective worship: presentation by Ysgol Llangaffo, responses following school visits
  - Anglesey SACRE's Annual Report (draft) 2013/2014
  - ESTYN inspection reports – references to religious education, collective worship and pupils' moral and spiritual development: Llanfechell, Llangaffo, Esceifiog, Gyfun Llangefni
  - Self evaluation reports: Llangaffo, Gyfun Llangefni.
  - Wales Association of SACREs: submit a report for the meeting held at Llandrindod, Powys on 2 July 2014.
- b) **Meeting held on 24 February 2014**
- Anglesey SACREs Annual Report (final) 2013/14
  - ESTYN inspection reports – references to religious education, collective worship and pupils' moral and spiritual development: Parch Thomas Ellis, Parc y Bont, Uwchradd Bodedern.
  - Self evaluation reports: Llangoed, Santes Gwenfaen, Rhoscolyn.
  - External religious education examination results Summer 2014
  - Wales Association of SACREs: submit papers for the meeting held in Pontypool, Torfaen on 26 November 2014.
- c) **Meeting held on 9 June 2015**
- ESTYN inspection reports – references to religious education, collective worship and pupils' moral and spiritual development: Bodorgan, Henblas, Kingsland, Y Bont
  - Collective worship visits
  - Self evaluation reports: Carreglefn, Ffrwd Win, Henblas, Parc y Bont
  - The Great Debate': the Donaldson review of the curriculum and assessment arrangements in Wales
  - Developing Literacy and Numeracy in KS3 religious education: exemplar materials on 'Muslim footballers in the Premier League'.
  - A review of SACRE's work.



- Wales Association of SACREs: submit papers for the meeting to be held at Mold, Flintshire on 25 June 2015.

**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 Rheinalt Thomas (a member of WASACRE executive committee)

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

- Miss Bethan James, GwE challenge adviser

**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:

<b>Religious Education</b>							
<b>Key Question 1: How good are outcomes in Religious Education?</b>							
<ul style="list-style-type: none"> <li>• Self-evaluation is based on lesson observations, evaluation of pupils' work and interviews with pupils.</li> <li>• 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.</li> </ul>							
<b>References:</b> 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), Religious Education: Report of the Chief Moderator (WJEC).							
<b>Standards in Religious Education – progress in learning</b>							
<b>Standards in skills: literacy, numeracy, ICT and thinking</b>							
<b>Areas for Development</b>							
<b>Excellent</b>		<b>Good</b>		<b>Adequate</b>		<b>Unsatisfactory</b>	

<b>Key Question 2: How good is provision in Religious Education?</b>							
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).</li> </ul>							
<b>References:</b> 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), Religious Education: Report of the Chief Moderator (WJEC).							
<b>The teaching: planning and range of strategies</b>							
<b>Provision of skills: literacy, numeracy, ICT and thinking</b>							
<b>Areas for Development</b>							
<b>Excellent</b>		<b>Good</b>		<b>Adequate</b>		<b>Unsatisfactory</b>	

<b>Collective Worship</b>							
<b>Key Question 2: How good is provision in Collective Worship?</b>							
<b>Does Collective Worship meet the statutory requirements?</b>				<b>Yes</b>		<b>No</b>	
<b>References:</b> 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)							
<b>Good features in relation to the quality of Collective Worship</b>							
<b>Areas for Development in relation to the quality of Collective Worship</b>							
<b>Excellent</b>		<b>Good</b>		<b>Adequate</b>		<b>Unsatisfactory</b>	

Signed:

(Head teacher)

Date:

### 3.6 Guidance for interpreting external examination data

#### What does the GCSE (full course) table show?

<table border="1"> <tr><td colspan="3">Number of candidates</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	Number of candidates			B	G	Σ	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.
Number of candidates							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% Excellence</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% Excellence			B	G	Σ	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.
% Excellence							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% L2</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% L2			B	G	Σ	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.
% L2							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% L1</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% L1			B	G	Σ	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.
% L1							
B	G	Σ					
<table border="1"> <tr><td colspan="3">Average subject score</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	Average subject score			B	G	Σ	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 n 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.
Average subject score							
B	G	Σ					

#### What does the GCSE (short course) table show?

<table border="1"> <tr><td colspan="3">Number of candidates</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	Number of candidates			B	G	Σ	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.
Number of candidates							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% Excellence</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% Excellence			B	G	Σ	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.
% Excellence							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% L2</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% L2			B	G	Σ	
% L2							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% L1</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% L1			B	G	Σ	
% L1							
B	G	Σ					
<table border="1"> <tr><td colspan="3">Average subject score</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	Average subject score			B	G	Σ	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.
Average subject score							
B	G	Σ					