

**Standing Advisory Council for Religious Education**



**GWYNEDD  
ANNUAL REPORT**

**September 2007 - August 2008**

Head of School Services : Dewi 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 Introduction by the Chairperson**

It is with pleasure that I as Chair present these comments on the work of Gwynedd SACRE during the year.

This Report summarises under the appropriate headings details of our work as a committee. I do not wish to repeat any detail apart from drawing attention to the discussion on the need to re-adopt the Agreed Syllabus. An inaugural meeting was arranged with Ynys Môn SACRE where it was agreed that the exemplar framework would outline the contexts, skills and level descriptors that were suitable for pupils aged 3 – 19 years. The fact that the Framework would seek to establish a level of consistency across Wales and with other subject areas was a welcome feature. During the year 23 inspection reports on Gwynedd Schools were received and in each report good features significantly outweighed any deficiencies. It is very pleasing to acknowledge this positive feature in Gwynedd Schools. I would like to acknowledge all teachers for their efforts in teaching Religious Education in our schools. By now the system of receiving a copy of schools' self evaluation prior to the Estyn inspection is well established. It is a convenient method for monitoring when Religious Education is not included in the list of subjects for inspection.

Cynnal Advisory Services provided data showing pupil attainment at KS3, GCSE results, Advance Level and Higher Subsidiary Level. It is pleasing to acknowledge the quality of the results that provides evidence of pupils' and teachers' efforts in RE and collective worship. Also, we are very fortunate in the work undertaken by Miss Bethan James, Humanities Advisor and Mrs Carol Llewelyn Jones, Advisory Teacher for Religious Education in providing support for pupils and teachers in their schools. The guidance given by them also in creating the Agreed Syllabus Framework over the coming five years is very appreciated by Gwynedd SACRE. This year is the first occasion that Religious Education has been included in a curriculum review and therefore, it offers a unique opportunity for Wales SACRE, and as local SACRE Chair, I appreciate the effort to create a national framework for schools in Wales.

Naturally I would like to acknowledge the contribution and effort of SACRE members over the year as well as their support to me on all occasions. The contribution of each representative was appreciated and I also extend my thanks to the officers for their support and leadership.

I present this report confident that the good work that is currently achieved is continued over the coming years.

**Councillor Selwyn Griffiths**  
**Chair of Gwynedd SACRE**

## **SECTION 2: ADVICE TO GWYNEDD EDUCATION AUTHORITY**

### **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 Agreed Syllabus**

All of the county's primary, secondary and special schools follow the amended Agreed Syllabus which has been circulated. The document has been promoted during inset sessions and visits to schools. Materials to support the Agreed Syllabus and the assessment guidelines, 'Measuring Progression in Religious Education' have been developed as part of the training programme.

#### **National Exemplar Framework for Religious Education (consultation document 2007)**

A special meeting for the members of Gwynedd SACRE and representatives of Anglesey SACRE was held on 15 of March 2007. It was agreed that the contexts, skills, level descriptor outlined in the exemplar framework are appropriate for pupils 3-19 years old. The representatives believed that Anglesey and Gwynedd SACRE should adopt the framework as their local agreed syllabus. The humanities adviser and the advisory teacher took advantage of INSET courses to discuss the consultation document with the primary and secondary teachers of Gwynedd. They welcomed the fact that the Framework will provide an element of consistency throughout Wales and with other subjects. They did not feel that the format or the content of the framework need to be revised but they were anxious to receive guidelines and exemplar materials.

#### **National Exemplar Framework for Religious Education (final document 2007)**

A working party of primary and secondary teachers from Anglesey and Gwynedd was established to develop guidelines and exemplar materials to support the new National exemplar Framework.

## 2.3 Standards of Religious Education

Gwynedd SACRE monitor standards in religious education by reviewing school inspection reports, and by receiving summaries of schools' self-evaluation documents.

2.3.1 During the year, 23 inspection reports on schools in Gwynedd were presented; the following sections of each report were submitted for the attention of SACRE:

- school name
- name of inspection team
- the appropriate section on pupils' Spiritual, Moral, Social and Cultural Development as evidence of the school's and the inspection team's response to Key Question: ***How well do the learning experiences satisfy the needs and the interests of the pupils and community?***
- the report on Religious Education as evidence of the school's and the inspection team's response to Key Question 1: ***How well do learners achieve?***
- any other relevant key matter

Number of reports received:	Primary	20
	Secondary	3

### 2.3.2 Religious Education: Key question 1: How well do learners achieve?

Religious Education was inspected as a nominated subject in 6 schools.

	<b>Grade 1</b> Good with outstanding features	<b>Grade 2</b> Good features and no significant shortcomings	<b>Grade 3</b> Good features which outweigh the shortcomings	<b>Grade 4</b> Some good features but shortcomings in important areas	<b>Grade 5</b> Many significant shortcomings
<b>KS1</b>		4			
<b>KS2</b>	1	2	2		
<b>KS3</b>	1				
<b>KS4</b>	1				
<b>KS5</b>					
<b>Total</b>	3	6	2		

The inspections followed the usual pattern of referring to good and outstanding features and deficiencies. In each instance, the good features outweighed the deficiencies. In two schools, no significant deficiencies were identified. A congratulatory letter in SACRE's name was sent to schools acknowledging the good work.

Some of the good features described in more than one school are listed below:

- The pupils know about the significance of the Bible to the Christian faith and of some of the stories from the Old Testament and the New Testament.

- Pupils have opportunities to visit places of worship in the community. This adds much to their knowledge and understanding of Christian practices and festivals. They discuss religious symbols well. Pupils from the secondary school have regular opportunities to visit churches, mosques and synagogues.
- Pupils understand the purpose of prayer. They compose their own simple prayer based on their personal experiences.
- Pupils of all ages know of the contributions made by leaders and benefactors and the way personal beliefs have influenced people's way of life.
- Pupils are able to express opinions on subjects such as care, friendship and peace and they are aware of people who are less fortunate than themselves in their life circumstances. They confidently discuss the importance of protecting and caring for the world and their responsibility for the process.
- Pupils of all ages can discuss the features of many different religions. Their knowledge of the sacred books, ceremonies and festivals of the great religions of the world is good.
- KS3 and KS4 pupils confidently express their personal points of view in pairs, groups and in front of a whole class. They explore and discuss, in a most mature manner, many contemporary moral situations linked with divorce, adultery, homosexuality, children's responsibility to parents and the rights of children themselves. They make detailed studies of recent religious conflict.

Some of the deficiencies were highlighted in some schools:

- Some pupils' knowledge and understanding of world religions and religious artefacts is superficial.
- Key Stage 2 pupils are not familiar enough with the parables and miracles of Jesus and the messages behind them.
- KS2 pupils' understanding of the significance of pilgrimage to believers is superficial.

As a matter of course, attention is given to identified deficiencies by the school, LEA officers, the humanities adviser and the advisory teacher. If they are present in several schools, then this influences the in service training programme. If an inspection report describes standards as unsatisfactory the schools formulate a post-inspection action plan and receive additional support from the advisory service.

### 2.3.3 Spiritual, moral, social and cultural development

**Key question 3: *How well do the learning experiences satisfy the needs and the interests of the pupils and community?***

Each inspection team reports on pupils’ spiritual, moral, social and cultural development. The relevant sections of 23 school inspection reports were submitted to the attention fo SACRE members..

	<b>Grade 1</b> Good with outstanding features	<b>Grade 2</b> Good features and no significant shortcomings	<b>Grade 3</b> Good features which outweigh the shortcomings	<b>Grade 4</b> Some good features but shortcomings in important areas	<b>Grade 5</b> Many significant shortcomings
<b>Primary schools</b>	4	15		1	
<b>Secondary schools</b>	2	1			
<b>Total</b>	<b>6</b>	<b>16</b>		1	

Some of the good features highlighted in many schools are noted below:

- The broad based learning experiences and regular opportunities to participate in collective worship, circle time and the School Council, allow pupils to discuss issues which are important to them. These experiences help create a pleasant ethos in the school
- Collective worship is integral to the developments of pupils’ self esteem and moral values.
- Pupils have regular opportunities to contribute to the collective worship sessions and the provision is enhanced through visits and by presentations from clergy. In some schools pupils contribute to planning some of the worship sessions and do so with an understanding of the requirements.
- The teachers and other adults who work in the school are excellent role models.

Some deficiencies were noted in some schools:

- Pupils are given insufficient opportunities to reflect on the main messages.
- Insufficient attention is paid to differentiating between a class atmosphere and that of worship in order to develop spiritual dimensions.
- On secondary school did not have an overview of each subject’s contribution to pupils’ spiritual development.

## 2.3 The Self Evaluation Process

Cwmni Cynnal has provided a handbook for primary and secondary school offering them guidance regarding the self-evaluation procedure and the criteria they should be measuring themselves against. Guidelines are also provided on observing in lessons, collating examples of work, use of language, ensuring consistency through the whole department and discussion with pupils.

Teachers are referred to the 7 questions that form the basis of ESTYN's inspection procedure:

1. How well do learners achieve? – Religious Education as a subject will be evaluated under this question;
2. How effective is the teaching and assessment?
3. How well do the learning experiences satisfy the needs and the interests of the pupils and community?
4. How good is the care, the guidance and the support given to pupils – the standard of spiritual and moral provision within the school will be evaluated against this criteria?
5. How effective is the leadership and management?
6. How well do the leaders and the managers evaluate and improve quality and standards:
7. How efficiently do the leaders and the managers use resources?

It was resolved in the meeting on 23 February 2005 that Gwynedd SACRE would receive a copy of the self evaluation of a school that receive inspections when there is no specific report on Religious Education, during the year when the school is inspected.

9 self evaluation reports were received during the year:      secondary              0  
    primary                              10

The report is a record of the school's respond to key questions 1 and 3 of the inspection framework. Schools submit their concise judgement on the main strengths of learners' achievement and note the aspects which will be addressed in the next two years. They also submit their concise judgement on the way the learning experiences promote pupils' spiritual, moral, social and cultural development and note the aspect which the schools hope to address during the coming year. Following the self evaluation process, schools awarded the following grades:

	How well do pupils achieve?					How well do learning experiences met the needs and interests of learners and the wider community?				
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Primary	1	7				1	7			
Secondary										
<b>Total</b>	1	7				1	7			



\*No grades were submitted by one secondary school and one primary school.

Schools were proud of aspect such as:

- the programme of study and the learning experiences planned for pupils;
- pupils' knowledge and understanding of religious stories, practices and places of worship;
- pupils' enthusiastic participation in the collective worship sessions;
- pupils' spiritual development;
- pupils' ability to discuss religious issues and questions;
- pupils' awareness of the community's Christian heritage;

The aspects which will be addressed by schools during the next year include:

- using thinking skills strategies in religious education lessons in order to develop pupils' ability to discuss religious matters and questions orally and in their written work;
- seeking more opportunities to visit places of worship and to invite visitors to the schools;
- responding to the new National Exemplar Framework for RE and the 2008 Curriculum.

## 2.5 How well do learners achieve?

### KS3 Standards 2007

KS3 results are presented as information only. Departments judge pupils' attainment on the basis of the year's work, specific assessment tasks and tests. The pupils do not sit the same tests or the same assessment tasks and teachers do not meet regularly to moderate their pupils work with other departments. Teachers can refer to the publication, 'Measuring Progress in Religious Education' (Gwynedd and Anglesey 2001) in order to identify features of specific attainment targets. Optional Assessment Materials for Religious Education were distributed by ACCAC in 2005. These offer exemplar tasks and assessment guidelines for teachers. The Welsh Assembly Government does not collect religious education data but CYNNAL has collected pupils' end of KS3 attainment levels in religious education since 1999.

KS3 results										
School	E	1	2	3	4	5	6	7	8	5+
Ysgol Dyffryn Ogwen (74)	1.4 (1)	0.0 (0)	0.0 (0)	5.4 (4)	25.7 (19)	28.4 (21)	17.6 (13)	21.6 (16)	0.0 (0)	67.6 (50)
Ysgol Botwnnog (94)	0.0 (0)	0.0 (0)	0.0 (0)	1.1 (1)	23.4 (22)	22.3 (21)	42.6 (40)	10.6 (10)	0.0 (0)	75.5 (71)
Ysgol Brynrefail (109)	0.0 (0)	0.0 (0)	0.0 (0)	5.5 (6)	11.9 (13)	41.3 (45)	25.7 (28)	15.6 (17)	0.0 (0)	82.6 (90)
Ysgol Dyffryn Nantlle (95)	0.0 (0)	0.0 (0)	0.0 (0)	11.6 (11)	15.8 (15)	29.5 (28)	30.5 (29)	12.6 (12)	0.0 (0)	72.6 (69)
Ysgol Eifionydd (111)	2.7 (3)	0.0 (0)	2.7 (3)	18.9 (21)	11.7 (13)	49.5 (55)	11.7 (13)	2.7 (3)	0.0 (0)	64.0 (71)
Ysgol Y Gader (61)	0.0 (0)	0.0 (0)	0.0 (0)	1.6 (1)	23.0 (14)	29.5 (18)	44.3 (27)	1.6 (1)	0.0 (0)	75.4 (46)
Ysgol Y Moelwyn (84)	0.0 (0)	0.0 (0)	1.2 (1)	4.8 (4)	17.9 (15)	48.8 (41)	21.4 (18)	6.0 (5)	0.0 (0)	76.2 (64)
Ysgol Uwchradd Tywyn (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
Ysgol Y Berwyn (75)	0.0 (0)	0.0 (0)	0.0 (0)	4.0 (3)	5.3 (4)	60.0 (45)	18.7 (14)	12.0 (9)	0.0 (0)	90.7 (68)
Ysgol Ardudwy (82)	0.0 (0)	0.0 (0)	0.0 (0)	6.1 (5)	24.4 (20)	53.7 (44)	15.9 (13)	0.0 (0)	0.0 (0)	69.5 (57)
Ysgol Friars (199)	1.5 (3)	1.0 (2)	5.5 (11)	7.5 (15)	22.6 (45)	39.2 (78)	15.1 (30)	7.5 (15)	0.0 (0)	61.8 (123)
Ysgol Tryfan (51)	2.0 (1)	0.0 (0)	0.0 (0)	2.0 (1)	23.5 (12)	19.6 (10)	27.5 (14)	25.5 (13)	0.0 (0)	72.5 (37)
Ysgol Syr Hugh Owen (155)	0.0 (0)	0.0 (0)	0.0 (0)	11.0 (17)	18.7 (29)	38.7 (60)	23.2 (36)	8.4 (13)	0.0 (0)	70.3 (109)
Ysgol Glan y Môr (108)	0.0 (0)	0.0 (0)	0.0 (0)	12.0 (13)	29.6 (32)	26.9 (29)	19.4 (21)	12.0 (13)	0.0 (0)	58.3 (63)
Gwynedd (1298)	0.6 (8)	0.2 (2)	1.2 (15)	7.9 (102)	19.5 (253)	38.1 (495)	22.8 (296)	9.8 (127)	0.0 (0)	70.7 (918)
Cynnal (2440)	1.4 (34)	0.1 (3)	0.7 (17)	6.8 (166)	19.5 (476)	35.2 (860)	25.1 (612)	11.0 (268)	0.2 (4)	71.5 (1,744)

E = number who were not awarded 1 - 8

## GCSE results – ‘Religious Studies’ 2007

GCSE results based on the cohort who are 15 years old

	A*/A%			A* - C%			A - G		
	'07	'06	'05	'07	'06	'05	'07	'06	'05
<b>Gwynedd</b>	17.7	28.5	42.1	49.4	74.6	77.6	100	100	97.8
<b>CYMRU</b>	24.3*	24.6	30.5	63.2*	63.9	69.3	96.9*	96.3	96.3

\* Specification A data (WJEC)

### Disappointing results

- 79 candidates, 63 girls and 16 boys, which is less than the 144 who sat the examination last year.
- Pupils from 7 Gwynedd schools (14) sat the full GCSE courses and numbers vary from 4 in one school to 16 in the other.
- The girls' results are better than the boys' results.
- All pupils succeeded to achieve a GCSE grade (full course) with 48.4% achieving grades A\*-C. 17.7% of the candidates achieved grades A\*/A.
- The average subject score of 4.5 is slightly lower than the score of 5.0 for the other subjects.
- The average subject score achieved by the girls (4.7) is slightly lower than their average score in other subjects (4.9), and the average subject score achieved by the boys (3.7) is significantly lower than their average score in other subjects (4.9).

## GCSE results – ‘Religious Studies’ (short course) 2007

GCSE results based on the cohort who are 15 years old

	A*/A%			A* - C%			A - G		
	'07	'06	'05	'07	'06	'05	'07	'06	'05
<b>Gwynedd</b>	30.1	34.1	37.5	88.3	74.6	78.6	100	100	96.4
<b>CYMRU</b>	17.8*	16.7	21.0	56.7*	62.9	60.6	94.5*	95.0	95.5

\*Data Manyleb A CBAC

### Comments

Good results.

- 163 pupils, 132 girls and 31 boys which is more than the previous year, which was 126. There were 112 candidates in 2005, a trend which suggests that the short course is proving to be a popular choice for schools.
- Pupils from 6 Gwynedd schools (14) sat the GCSE short course and the numbers range from 1 in one school to 57 in another school.
- The range went from 0 applicants in three schools to 35 in another.
- The girls' results are better than the boys' results.
- All candidates were successful in achieving a GCSE (short course) grade, with 88.3% gaining a A\* - C grade. 30.1% of candidates have gained a A\*/A grade.

## A-Level Results – Religious Studies 2007

AS Level results based on the Year 13 cohort who have sat an examination.

	A*/A%			A* - C%			A - E		
	'07	'06	'05	'07	'06	'05	'07	'06	'05
<b>Gwynedd (schools)</b>	20	23.5	12	64	82.4	76	96	100	100
<b>WALES</b>	21.2	14.4	14.5	76.0	64.3	65.1	98.7	97.5	98.2

### Comments

Satisfactory results.

- 25 candidates, 21 girls and 4 boys.
- Candidates entered from 4 secondary schools with numbers ranging from 5 to 8 candidates.
- 96% achieved an A Level grade, 64% attained an A – C grade and 20% attained an A grade.
- The mean subject score is 82.4 which is a little higher than the 80.3 in other subjects.
- The girls' results are better than the boys' results. The girls' subject score (87.6) is higher than the score for other subjects (82.3) and the boys' mean subject score (55.0) is lower than the mean score for other subjects (69.1).

## Advanced Subsidiary Results – Religious Studies 2006

AS level results based on the Year 13 cohort who have sat an examination.

	A*/A%			A* - C%			A - E		
	'07	'06	'05	'07	'06	'05	'07	'06	'05
<b>Gwynedd (ysgolion)</b>	9.1	15.4	12	66	82.4	76	96	65.4	100
<b>CYMRU</b>	16.1	15.2	11.3	59.2	54.0	51.8	91.2	87.8	87.0

### Comments

Disappointing results.

- 11 candidates, 9 girls and 2 boys.
- Candidates entered from 3 secondary schools. Class sizes range from 2 to 5 pupils.
- 63.6% candidates achieved an AS grade, 27.3% achieved a A – C grade and (.1% achieved an A grade.
- The mean subject score of 22.7 is lower than the mean score for other subjects (32.5).
- The boys' results are better than the girls' results. The man subject score of the boys (50.0) is higher than the score in other subjects (47.1 and the mean subject score achieved by the girls (16.7) is lower than the score achieved in other subjects (27.6)

RELIGIOUS EDUCATION KS3

GWYNEDD 2007

KS 3 results										
School	E	1	2	3	4	5	6	7	8	5+
Ysgol Dyffryn Ogwen (74)	1.4 (1)	0.0 (0)	0.0 (0)	5.4 (4)	25.7 (19)	28.4 (21)	17.6 (13)	21.6 (16)	0.0 (0)	67.6 (50)
Ysgol Botwnnog (94)	0.0 (0)	0.0 (0)	0.0 (0)	1.1 (1)	23.4 (22)	22.3 (21)	42.6 (40)	10.6 (10)	0.0 (0)	75.5 (71)
Ysgol Brynrefail (109)	0.0 (0)	0.0 (0)	0.0 (0)	5.5 (6)	11.9 (13)	41.3 (45)	25.7 (28)	15.6 (17)	0.0 (0)	82.6 (90)
Ysgol Dyffryn Nantlle (95)	0.0 (0)	0.0 (0)	0.0 (0)	11.6 (11)	15.8 (15)	29.5 (28)	30.5 (29)	12.6 (12)	0.0 (0)	72.6 (69)
Ysgol Eifionydd (111)	2.7 (3)	0.0 (0)	2.7 (3)	18.9 (21)	11.7 (13)	49.5 (55)	11.7 (13)	2.7 (3)	0.0 (0)	64.0 (71)
Ysgol Y Gader (61)	0.0 (0)	0.0 (0)	0.0 (0)	1.6 (1)	23.0 (14)	29.5 (18)	44.3 (27)	1.6 (1)	0.0 (0)	75.4 (46)
Ysgol Y Moelwyn (84)	0.0 (0)	0.0 (0)	1.2 (1)	4.8 (4)	17.9 (15)	48.8 (41)	21.4 (18)	6.0 (5)	0.0 (0)	76.2 (64)
Ysgol Uwchradd Tywyn (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
Ysgol Y Berwyn (75)	0.0 (0)	0.0 (0)	0.0 (0)	4.0 (3)	5.3 (4)	60.0 (45)	18.7 (14)	12.0 (9)	0.0 (0)	90.7 (68)
Ysgol Ardudwy (82)	0.0 (0)	0.0 (0)	0.0 (0)	6.1 (5)	24.4 (20)	53.7 (44)	15.9 (13)	0.0 (0)	0.0 (0)	69.5 (57)
Ysgol Friars (199)	1.5 (3)	1.0 (2)	5.5 (11)	7.5 (15)	22.6 (45)	39.2 (78)	15.1 (30)	7.5 (15)	0.0 (0)	61.8 (123)
Ysgol Tryfan (51)	2.0 (1)	0.0 (0)	0.0 (0)	2.0 (1)	23.5 (12)	19.6 (10)	27.5 (14)	25.5 (13)	0.0 (0)	72.5 (37)
Ysgol Syr Hugh Owen (155)	0.0 (0)	0.0 (0)	0.0 (0)	11.0 (17)	18.7 (29)	38.7 (60)	23.2 (36)	8.4 (13)	0.0 (0)	70.3 (109)
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E = number not awarded L1 - 8

RELIGIOUS STUDIES GCSE

GWYNEDD 2007

GCSE results according the cohort who were 15 years old (including GNVQ Part 1 Foundation a Intermediate)																		
School	Number of candidates			% A*/A			% A*-C			% A*-G			Subject mean score			Mean score of other subjects		
	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C
Ysgol Botwnnog	7	7	14	0.0	0.0	0.0	0.0	14.3	7.1	100.0	100.0	100.0	2.1	3.0	2.6	4.3	4.4	4.3
Ysgol Brynrefail	2	14	16	0.0	21.4	18.8	0.0	71.4	62.5	100.0	100.0	100.0	3.0	5.1	4.9	4.7	5.4	5.3
Ysgol Eifionydd	2	10	12	0.0	10.0	8.3	100.0	80.0	83.3	100.0	100.0	100.0	5.5	5.2	5.3	5.1	4.9	4.9
Ysgol Ardudwy	1	3	4	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	7.0	7.7	7.5	7.3	7.0	7.1
Ysgol Tryfan	3	8	11	0.0	25.0	18.2	66.7	50.0	54.5	100.0	100.0	100.0	4.3	5.3	5.0	4.9	4.9	4.9
Ysgol Syr Hugh Owen	1	7	8	100.0	0.0	12.5	100.0	42.9	50.0	100.0	100.0	100.0	7.0	3.9	4.3	6.5	4.7	4.9
Ysgol Glan y Môr	0	14	14	0.0	21.4	21.4	0.0	28.6	28.6	0.0	100.0	100.0	0.0	4.0	4.0	0.0	4.7	4.7
Gwynedd	16	63	79	12.5	19.0	17.7	37.5	52.4	49.4	100.0	100.0	100.0	3.7	4.7	4.5	4.9	5.0	5.0
Cynnal	26	138	164	15.4	25.4	23.8	42.3	72.5	67.7	100.0	100.0	100.0	4.0	5.3	5.1	5.0	5.3	5.2

RELIGIOUS STUDIES GCSE (SHORT COURSE)

GWYNEDD 2007

GCSE results according the cohort who were 15 years old (including GNVQ Part 1 Foundation a Intermediate)																		
	Number of candidates			% A*/A			% A*-C			% A*-G			Subject mean score			Mean score of other subjects		
	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C
Ysgol Dyffryn Ogwen	0	16	16	0.0	18.8	18.8	0.0	87.5	87.5	0.0	100.0	100.0	0.0	2.9	2.9	0.0	5.3	5.3
Ysgol Eifionydd	0	3	3	0.0	33.3	33.3	0.0	66.7	66.7	0.0	100.0	100.0	0.0	2.3	2.3	0.0	5.5	5.5
Ysgol Y Gader	2	36	38	50.0	75.0	73.7	100.0	100.0	100.0	100.0	100.0	100.0	3.0	3.6	3.5	4.4	5.7	5.6
Ysgol Y Moelwyn	14	34	48	0.0	41.2	29.2	71.4	88.2	83.3	100.0	100.0	100.0	2.4	3.0	2.8	3.1	4.5	4.1
Ysgol Y Berwyn	15	42	57	0.0	4.8	3.5	73.3	90.5	86.0	100.0	100.0	100.0	2.5	2.6	2.6	5.6	5.8	5.7
Ysgol Friars	0	1	1	0.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	4.0	4.0	0.0	5.3	5.3
Gwynedd	31	132	163	3.2	36.4	30.1	74.2	91.7	88.3	100.0	100.0	100.0	2.5	3.0	2.9	4.4	5.3	5.2
Cynnal	26	138	164	15.4	25.4	23.8	42.3	72.5	67.7	100.0	100.0	100.0	4.0	5.3	5.1	5.0	5.3	5.2

RELIGIOUS STUDIES A LEVEL

GWYNEDD 2007

A level results according to the cohort in Y13 who have sat an examination																		
	Number of candidates			% A			% A-C			% A-E			Subject mean score			Mean score of other subjects		
	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C
Ysgol Dyffryn Ogwen	0	8	8	0.0	25.0	25.0	0.0	87.5	87.5	0.0	100.0	100.0	0.0	92.5	92.5	0.0	88.5	88.5
Ysgol Dyffryn Nantlle	2	3	5	0.0	0.0	0.0	0.0	33.3	20.0	50.0	100.0	80.0	30.0	60.0	48.0	48.0	51.1	50.0
Ysgol Y Berwyn	0	7	7	0.0	42.9	42.9	0.0	71.4	71.4	0.0	100.0	100.0	0.0	94.3	94.3	0.0	85.6	85.6
Ysgol Syr Hugh Owen	2	3	5	0.0	0.0	0.0	50.0	66.7	60.0	100.0	100.0	100.0	80.0	86.7	84.0	86.7	88.9	88.0
Gwynedd	4	21	25	0.0	23.8	20.0	25.0	71.4	64.0	75.0	100.0	96.0	55.0	87.6	82.4	69.1	82.3	80.3
Cynnal	20	86	106	15.0	20.9	19.8	70.0	81.4	79.2	95.0	100.0	99.1	80.0	91.6	89.4	82.0	90.7	89.0



RELIGIOUS STUDIES ADVANCED SUBSIDIARY LEVEL

GWYNEDD 2007

A level results according to the cohort in Y12 who have sat an examination																			
	Number of candidates			% A			% A-C			% A-E			Subject mean score			Mean score of other subjects			
	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C	
Ysgol Dyffryn Ogwen	0	5	5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0	20.0	0.0	4.0	4.0	0.0	11.4	11.4	
Ysgol Brynrefail	1	1	2	100.0	0.0	50.0	100.0	0.0	50.0	100.0	100.0	100.0	60.0	30.0	45.0	57.5	36.7	48.6	
Ysgol Dyffryn Nantlle	1	3	4	0.0	0.0	0.0	100.0	33.3	50.0	100.0	100.0	100.0	40.0	33.3	35.0	33.3	35.5	35.0	
Gwynedd	2	9	11	50.0	0.0	9.1	100.0	11.1	27.3	100.0	55.6	63.6	50.0	16.7	22.7	47.1	27.6	32.5	
Cynnal	18	88	106	5.6	25.0	21.7	44.4	70.5	66.0	83.3	90.9	89.6	32.2	40.9	39.4	35.6	41.5	40.4	

## **2.6 The reponse of the Local Education Authority**

The quality and development of educational provision in Gwynedd schools during the school year was reported upon through the Annual Report on the Education Service.

### **Gwynedd's Single Education Plan for 2006-8 notes the following priorities:**

1. Continuing to sustain and raise standards and improving performance of maintained schools.
2. Providing a quality service for pupils with additional learning needs.
3. Provision for support, advice and resources to schools to assist them in promoting good behaviour and support for pupils with behavioural difficulties, within or outside school.
4. Raising the standards of education for pupils not educated in schools.
5. Establishing a firm foundation to develop the principle of community focussed schools.
6. Planning provision of school places and early years places.

Anglesey Education Authority and Gwynedd Education Authority provide financial support to CYNNAL (the advisory service). CYNNAL appoints an Humanities Adviser to be responsible for Geography, History and Religious Education and to provide curriculum support to the primary and secondary schools of the two authorities. A part time secondment (0.5 in 2007-8) is also offered to an advisory teacher.

### **2.6.1 The support of the advisory service**

Primary and secondary schools within the county receive the support of the Humanities Advisor and the part time Religious Education Advisory Teacher as they visit schools as part of the 'entitlement programme'. They support teachers as they plan programmes of study and assessment plans, prepare classroom activities and select suitable classroom resources. Developing thinking skills and assessment for learning is a priority for many of the county's teachers. CYNNAL supports schools that are preparing for inspection by helping teachers and departments to self evaluate standards in religious education. The Advisory Teacher's role is invaluable as a means of disseminating good practice, developing interesting classroom activities and supporting teachers as they prepare for the future.

The Humanities Adviser and advisory teacher report on their work at SACRE meetings. These presentations provide a platform for sharing recent developments, pedagogical matters and resources and an overview of the work done with the LEA's schools. The discussions of 2006-7 have focussed on the National Exemplar Framework for Religious Education (non-statutory) and the provision of religious education for post 16 pupils.

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

**Mrs Carol Llewelyn Jones – Religious Education Advisory teacher**

Mrs Carol Llewelyn Jones was appointed as a part time advisory teacher in January 2007. She has been busy preparing and delivering courses for the county’s secondary teachers and supporting individual departments as they respond to the self evaluation process and prepare for school inspections. She also contributed to the working party established to develop guidelines and exemplar materials to support the new National exemplar Framework.

**2.7 In-service training**

**2.7.1 Report on In-service training 2007-8**

As part of the Service Level Agreement with the schools, the LEA provides INSET for teachers employed by the Authority. The Education Strategic Plan notes the importance of the training programme as a means of ensuring that teachers receive information about new developments, disseminate good practice and work together to develop learning and teaching strategies and appropriate materials. The aim is to ensure that the training programme meets schools’ and teachers’ requirements through consultation with teachers and professional tutors in schools. Subject panel meetings are held in some areas to discuss priorities and provide guidance on the training programme. In addition, attention was given to the Authority’s priorities, ESTYN’s comments, and to comments which appear in inspection reports.

Primary and secondary head teachers have agreed to close schools for two days to enable teachers to attend school based or consortia based training courses. The professional tutors were responsible for choosing the courses for secondary departments and the primary head teachers identified suitable courses for their colleagues.

**Primary Inset Courses April 2007 – March 2008**

<b>Course Title</b>	<b>Number attending from Gwynedd</b>
<b>Cluster –Arfon (1)</b> Humanities: planning, developing and reflecting in geography, history and religious education lessons.	19
<b>Cluster –Arfon (2)</b> Assessment for learning in the humanities	13
<b>Cluster – Meirion/Dwyfor (1)</b> Humanities: planning, developing and reflecting in geography, history and religious education lessons.	18
<b>Cluster – Meirion/Dwyfor (2)</b> Assessment for learning in the humanities	14
A 5 day Humanities course which included a day’s course on ‘2008 Curriculum – Religious Education’	10

## Secondary Inset Courses April 2007 –March 2008

Course Title	Number attending from Gwynedd
<b>Consortium - Arfon (1) :</b> Implications of the 2008 Curriculum for learners.	10
<b>Consortium - Arfon (2)</b> Developing pupils' oracy in religious education lessons	Cancelled due to ill health
<b>Consortium – Meirion Dwyfor (1) :</b> Implications of the 2008 Curriculum for learners.	7
<b>Consortium – Meirion Dwyfor (2)</b> Religious education and the world of work..	8

### 2.7.2 Training and special visits organised by Gwynedd and Anglesey SACREs

No training conference was held for teacher and SACRE members of Gwynedd and Anglesey during 2007-8. However a working party of primary and secondary teachers from Anglesey and Gwynedd was convened to prepare guidelines and exemplar materials to support the new National Exemplar Framework.

### 2.7.3 INSET courses 2008-9

The following courses were submitted to the attention of primary headteachers as they prepared the in service training programme for their teachers:

- Responding to Gwynedd and Anglesey's new Agreed Syllabus.
- Religious education enquiries with KS2 pupils.
- "Help! I'm a subject co-ordinator!" Developing the rôle of the subject co-ordinator.

The following courses were submitted to the attention of secondary professional tutors and subject panels as they prepared the in service training programme for their teachers:

- Developing subject skills across all key stages with an emphasis on sharing good practice.
- Developing skills of KS3 learners (Lat Blaylock, editor of 'RE Today')
- Religion in the workplace: what's the connection between religious education and the world of work? (Arfon only)
- Developing a 'Moodle' site for Religious Education

## 2.8 Religious Education and DELLS

DELLS has published a national exemplar framework for Religious Education. This is the first time that RE has been included in a curriculum review and therefore gives the 22 SACREs of Wales an unique opportunity to respond to contribute to the consultation. The document follows the same format as the other curriculum orders but can be adapted or adopted by LEAs. Members of Gwynedd SACRE, as of other SACREs across Wales

have welcomed the effort to create a national framework for the schools of Wales as a way of ensuring that:

- there is an agreed understanding of the nature of religious education amongst teachers, pupils, parents and members of the public;
- teachers across Wales can co-operate in order to share good practice and develop exemplar documents;
- authors and publishers can develop resources which will promote good practice.
- there is an agreed understanding of standards in religious education.

The humanities adviser has welcomed the opportunity to discuss the exemplar framework with other religious education advisers in Wales in a special meeting of the National Advisory Panel for Religious Education. The executive committee of WASACRE and NAPfRE are considering ways in which the efforts of SACREs to respond to the new framework can be co-ordinated across Wales.

A copy of the 'Supplementary guidance for inspecting collective worship in non-denominational schools (ESTYN, June 2008) was distributed to the members.

## **2.9 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.

### **3.2 Determinations**

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

## SECTION 3 : ANNEXES

### 3.1 ADMINISTRATIVE MATTERS

**SACRE was established by Gwynedd 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**

The Education Committee has retained the right to nominate a SACRE Chairperson.

### 3.2 Gwynedd SACRE membership

#### Christians and Other Religions

The Methodist Church	-	The Reverend Gwyn Thomas Mr Wyn Meredith (June 08)
Union of Welsh Baptists	-	Mrs Ruth Davies
Presbyterian Church of Wales	-	Mr.Gwyn Hefin Jones
The Church in Wales	-	Canon Reverend Tegid Roberts
Union of Welsh Independents	-	Mr Cynrig Hughes
The Catholic Church	-	Mrs Eirian Bradley Roberts

#### Teachers' Unions' Representatives

Welsh National Union of Teachers (UCAC)	-	Mr Noel Dyer
National Association of Schoolmasters and Union of Women Teachers (NASUWT)	-	Mrs Gwenda M Jones
National Union of Teachers (NUT)	-	Mr Euron Hughes
Association of Teachers and Lecturers	-	<i>awaiting nomination</i>
National Association of Head teachers	-	Mr Robin Williams
Association of School and College Leaders (ASCL)	-	Mr Dafydd Fôn Williams Mr Paul M Jones (June 08)

#### Local Members

##### Councillors

Selwyn Griffiths (Chairman)	}	Plaid Cymru
Arwel Jones	}	
Pat. Larsen	}	
Glyn Owen	}	
Huw Edwards (June 08)	)	
R Arwel Pierce	}	Independent
Dafydd W Roberts (June 08)	)	
Guto Rhys Thomas (June 08)	)	
Bill Lovelock	}	Labour
Anwen Davies (June 08)	)	Llais Gwynedd
W.M.Meredith	}	Liberal Democrat
Stephen Chrchman	)	

##### Ex-officio members

Chairman and Vice chairman of the Council  
Meinir Owen (Chairman)  
Evie Morgan Jones (Vice chairman)  
Anne Lloyd Jones (Vice chairman : June 08)

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

- Mr Rheinallt Thomas
- The Reverend Gwyn Rhydderch
- The Reverend Aled Davies

### 3.3 SACRE Meetings 2007-2008

Dates of meetings may be obtained by contacting the Clerk to SACRE. During 2007-2008, Gwynedd SACRE met on four occasions:

10	October	2007
6	February	2008
18	June	2008

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

**a) Meeting held on 10 October 2007**

- Annual report (draft) Gwynedd SACRE 2006/2007
- KS3 standards and 2007 GCSE and A Level results
- School self evaluations
- Wales Association of SACREs - submit papers for the meeting held at Llandrindod on 28 June 2007.
- Children and Young People's Scrutiny Committee – to nominate a member

**b) Meeting held on 6 February 2008**

- School inspections
- School self evaluations
- Wales Association of SACREs - submit papers for the meeting held at Ebbw Vale on 4 December 2007.
- Annual report (final) Gwynedd SACRE 2005/2006
- National Exemplar Framework for Religious Education

**c) Meeting held on 16 June 2008**

- Religious Education in the classroom : Ysgol Bro Lleu.
- Collective worship
- School inspections
- School self evaluations
- Agreed Syllabus for Gwynedd and Anglesey
- Wales Association of SACREs - submit papers for the meeting held at Carmarthen on 14 March 2008.

**3.3.1** Gwynedd 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 the executive committee of WASACRE)
- Mr Wyn Meredith



The following observers attended WASACRE meetings during the year:

- Miss Bethan James – Humanities Adviser

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

Mr Dewi Jones, Head of School Services

Mr John Blake, Education officer for Meirion Dwyfor who serves as SACRE clerk..

Miss Bethan James, Humanities Adviser, who serves Gwynedd and Môn as a member of CYNNAL, the Advisory Company.

Mrs Carol Llewelyn Jones, part time advisory teacher for Religious Education.

Mrs Glynda O'Brien, Committee Section, Resources Directorate, who minutes and administers SACRE.

Enquiries should be directed to the SACRE Clerk, Education Office, Council Offices, Caernarfon LL55 1SH.

**3.4 A list of organisation to which the SACRE report was sent.**

Copies of the annual report will be distributed to the following:

The Education, Culture and Services to Children and Young People Subject Committee

Gwynedd Local Education Authority Schools

The National Library of Wales

The Welsh Assembly

ACCAC (DELLS)

Welsh National Centre for Religious Education, School of Education, University

College of Wales, Bangor

Gwynedd Public Libraries

Wales Association of SACREs