



Gwasanaeth Democraidd
Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Cyfarfod / Meeting

CYNGOR YMGYNGHOROL SEFYDLOG ADDYSG GREFYDDOL
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Dyddiad ac Amser / Date and Time

2.00 p.m. DYDD MERCHER, 23 HYDREF 2013

2.00 p.m. WEDNESDAY, 23 OCTOBER 2013

Lleoliad / Location

Siambr Hywel Dda

Swyddfeydd y Cyngor

CAERNARFON

Nodwch y lleoliad, o.g.y.dd. / Please note the venue

Pwynt Cyswllt / Contact Point

GLYNDA O'BRIEN

01341 424 301

Dosbarthwyd: 15.10.13

**CYNGOR YMGYNGHOROL SEFYDLOG ADDYSG GREFYDDOL
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

AELODAETH / MEMBERSHIP (7)

Plaid Cymru (3)

Y Cynghorwyr/Councillors

Huw Edwards

Gareth Thomas

Selwyn Griffiths

Annibynnol / Independent (2)

Y Cynghorwyr / Councillors

Tom Ellis

Jean Forsyth

Llais Gwynedd (2)

Sedd Wag

Louise Hughes

Aelodau Ex-officio/Ex-officio Members –

Cadeirydd ac Is-Gadeirydd y Cyngor/Chairman and Vice-Chairman of the Council –
Y Cynghorwyr / Councillors Huw Edwards a / and Dewi Owen

Cristnogion a Chrefyddau Eraill / Christians and Other Religions

Yr Eglwys Fethodistaidd / Methodist Church - Mr Wyn Myles Meredith
Undeb Bedyddwyr Cymru / Union of Welsh Baptists - Mrs Ruth Davies
Eglwys Bresbyteraidd Cymru / Presbyterian Church of Wales - Parch. / Rev. Deian Evans
Yr Eglwys yng Nghymru / Church in Wales - Parch. / Rev. Robert Townsend
Yr Annibynnwyr / The Independents – Mr Cynrig Hughes
Yr Eglwys Gatholig / Catholic Church - Mrs Eirian Bradley Roberts

Athrawon / Teachers

ASCL - Mrs Alwen Watkin
UCAC - Mr Noel Dyer
NAS/UWT - Mrs Miriam Angharad Amlyn
NUT - Mr Euron Hughes
ATL - Disgwyf enwebiad / Awaiting Nomination
NAHT - Mrs Lisabeth Roberts

Aelodau Cyfetholedig / Co-opted Members

Mr Rheinallt Thomas
Mr Gwyn Rhydderch
Y Parch. Aled Davies

AGENDA

1. **Prayer**

2. **Apologies**

To receive apologies for absence.

3. **Declaration Of Personal Interest**

To receive any declaration of personal interest.

4. **Urgent Items**

To note any items that are a matter of urgency in the view of the Chairman for consideration.

5. **Minutes**

The Chairman shall propose that the minutes of the meeting of SACRE held on 13 June 2013 be signed as a true copy.

(Copy herewith – White Paper)

6. **Presentation**

To receive a presentation by Mrs Ann Williams, Head Teacher of Llanelltyd Primary School about teaching Religious Education in the Foundation Years.

7. **Gwynedd SACRE's Draft Annual Report 2012-2013**

To consider a draft annual report prior to publishing the final copy.

(Copy herewith – Yellow Paper)

8. **Religious Education Standards**

To consider a report by GwE's System Leader on the above.

(Copy enclosed – Grey Paper)

9. **Schools' Self-evaluation**

To present a summary of the following schools' Self-evaluation:

- (i) Arudwy Secondary School, Harlech
- (ii) Dyffryn Ogwen Secondary School
- (iii) O M Edwards Primary School, Llanuwchllyn
- (iv) Dolbadarn Primary School, Llanberis
- (v) Cefn Coch Primary School, Penrhyndeudraeth
- (vi) Baladeulyn Primary School, Dyffryn Nantlle

(Copies herewith – Green Paper)

10. ESTYN's Thematic Report

To receive a presentation by GwE's System Leader on the above.

(Copy enclosed – Cream Paper)

11. SACRE's Leadership and Management

(a) To consider the analysis of the questionnaire held during the Summer.

(Copy enclosed – Lilac Paper)

(b) What are SACRE's recommendations to Gwynedd Council?

12. Wales Association of SACRE

(a) To receive minutes of the Wales SACRE Association's meeting held on the 19 June 2013 in Gwynedd.

(Copy herewith – Salmon Paper)

(b) To receive a verbal report on the SACRE Conference held on the 10 October 2013.

S.A.C.R.E. – STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION 13/06/13

Present:

Gwynedd Council Members: Councillors Tom Ellis, Jean Forsyth, Selwyn Griffiths and Gareth Thomas.

Christians and Other Faiths: Mr Wyn Myles Meredith (Methodist Church), Eirian Bradley Roberts, (Catholic Church), Reverend Deian Evans (Welsh Presbyterian Church)

Co-opted Member: Mr Rheinalt Thomas

Teachers: Mr Noel Dyer, (UCAC) and Mrs Miriam Amlyn (NAS/UWT).

Officers: Mr Ken Robinson (Assistant Education Officer and SACRE Clerk) and Mrs Glynda O'Brien (Members' Support and Scrutiny Officer).

Observer: Miss Bethan James (GwE System Leader),

Apologies: Cllrs. Huw Edwards, John Brynmor Hughes, Louise Hughes, Mrs Ruth Davies (Welsh Baptists' Union), Reverend. Robert Townsend (Church in Wales), Mr Cynrig Hughes (Congregationalists).

1. PRAYER

The meeting was opened with a prayer from Reverend Deian Evans.

2. ELECTION OF CHAIR

Resolved: To re-elect Councillor Selwyn Griffiths as Chair of this Committee for the year 2013/14.

3. ELECTION OF VICE-CHAIR

Resolved: To re-elect Councillor Gareth Thomas as Vice-chair of this Committee for the year 2013/14.

4. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received from any members present.

5. URGENT ITEM

(The following items had not been included on the Agenda however, the Chair agreed to consider them under Section 100 (4)(b), Local Government Act 1972).

(a) The Assistant Education Officer and SACRE Clerk reported that he had received a letter from University of Wales Trinity Saint David, stating that the magazine Religious Education News would be available on-line from now on due to the lack of sufficient financial contributions from local authorities and an inability to receive funding from other sources. The Editorial board felt that there would be a reduction in production costs on-line and this could be sustainable. The website would be launched soon and those who contributed financially would be informed of the password to be able to read the magazine on-line.

A Member added that a substantial number of individuals received the magazine and they would receive an offer to continue to receive it for an annual financial contribution. It was stressed how important it was at a local authority level, for SACRE Members to receive the password. It was noted that Gwynedd already submitted ideas for Religious Education lessons for schools on-line through the Moodle site. Discussions were proceeding regarding the possible steps to consider one body that would encompass all Religious Education issues in the future.

Resolved: To accept and note the above and ensure that Gwynedd SACRE Members receive the password as soon as possible.

(b) A letter from the CYTŪN organisation requesting a list of SACRE Members.

Resolved: To request that the SACRE Clerk sends the distribution list for Gwynedd SACRE Membership to the above organisation.

5. MINUTES

The Chairman signed the minutes of the meeting of this committee held on 20 February 2013 as a true record.

6. SCHOOLS' SELF-EVALUATIONS

Miss Bethan James reported that CYNNAL had now been replaced by a new body called GwE and that she had been appointed System Leader. She had not dealt with Religious Education issues as part of her new post since 1st of April.

She presented Members with a model form of how SACRE could self-evaluate Religious Education standards and they were requested to deal with tasks using the Self-evaluations submitted by schools following recent inspections at Ysgol Bethel, Ysgol Nebo and Ysgol Penbryn, Bethesda. She focused on the sources of information available and the quantitative and evaluative vocabulary used by teachers. In addition, Members were given a questionnaire to gather their views regarding how SACRE Members could support the system to monitor the standards of collective worship and Religious Education in the future.

During the ensuing discussion the following points were highlighted:

- (i) That the quantitative vocabulary was more evident than the evaluative vocabulary
- (ii) The importance that schools were honest in their self-evaluations
- (iii) That the list of words was very useful and teachers were not aware that the vocabulary needed to be used for self-evaluations submitted to SACRE. However, teachers used the vocabulary for self-evaluations submitted to ESTYN.
- (iv) It was suggested that it would be a good idea to give guidance to teachers regarding the vocabulary list and inform them of SACRE's role.

In response to a query from a Member regarding the influence of visitors on school assemblies, Miss Bethan James explained that schools had to be trusted that they chose their visitors wisely. It was noted that the assembly had the right to be Christian but in terms of a Religious Education lesson it was the responsibility of the school to ensure that children were not influenced by one denomination more than another as a Religious Education lesson had to be unbiased.

In terms of questions to ask teachers in order to understand more about Religious Education in school, the following were noted:

- (a) How many teachers have received specific training in Religious Education
- (b) How is improvement measured from one year to the next
- (c) It would be beneficial to see examples of pupils' good work
- (d) The self-evaluations referred to the teaching and there was no mention of the learning and therefore there was no mention of what was done
- (e) The teaching can be extremely good and the learning can be not as good

RESOLVED: (a) To accept and note the contents of the inspections and self-evaluations and in accordance with the procedure to request that the Assistant Education Officer sends a letter to the above schools congratulating them on their success and to note SACRE's appreciation of the efforts made by them in achieving the grades.

(b) To request that the Assistant Education Officer sends the model form provided by Miss Bethan James to schools to assist and encourage them to use the appropriate vocabulary when undertaking the self-assessments in the future.

6. WALES ASSOCIATION of SACREs

(a) Minutes of the previous meeting

Submitted minutes of a meeting of the Wales Association of SACREs that took place on 22 March 2013 in Newport.

A Member referred to the useful and interesting presentation given by teachers (namely Ann Williams and Helen Evans) from Ysgol Llanelltyd. It was suggested that a specific reference should be made to the name of the school in the minutes rather than refer to them as a Dolgellau school.

It was further suggested that it would be useful to invite them to give a presentation to the next Gwynedd SACRE meeting in October.

Resolved: (a) To accept and note the contents of the minutes.

(b) To request that the Assistant Education Officer invites Ann Williams and Helen Evans, Ysgol Llanelltyd to give a presentation on work in the Foundation Phase.

(b) Next Association Meeting

Members were reminded that a meeting of the Wales Association of SACREs would take place at Siambr Dafydd Orwig, Caernarfon on Wednesday, 19 June 2013 and Members were encouraged to attend.

It was also mentioned that the National Conference would take place on 10 October 2013, and representatives were encouraged to attend, especially as there would be a thematic ESTYN report in Key Stages 3 and 4 on the agenda.

(c) Nominations to Executive Committee of the Wales Association of SACREs

Nominations were submitted for the Executive Committee and it was noted that there were three seats available and the post of the Vice-chair also required to be filled. Nine names were received to serve on the Executive Committee, however, it was understood that Mr Dafydd Treharne had withdrawn his name.

Attention was drawn to the fact that Gwynedd SACRE should have only nominated one name.

Prior to the formal commencement of the SACRE meeting, the three representative groups namely Authority Members, Christian denominations and teachers, had met to choose three names in order that the Chair of SACRE could cast a vote on their behalf at the Wales Association of SACREs Annual Meeting to be held at Caernarfon on 19 June 2013.

Resolved: To nominate the following:

- (i) Mr Wyn Meredith**
- (ii) Ms Mary Parry**
- (iii) Mr Mark Brown**

The meeting commenced at 2.00 pm and concluded at 3.35 pm.

CHAIRMAN

Standing Advisory Council for Religious Education

**GWYNEDD
ANNUAL REPORT**

September 2012 - August 2013

Head of the Education Department

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 Chairman's summary

Councillor
Chairman of Gwynedd SACRE 2012-13

SECTION 2: ADVICE TO GWYNEDD EDUCATION DEPARTMENT

2.1 SACRE's function in relation to Religious Education

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

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

2.2 The Locally Agreed Syllabus

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

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

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

2.3 How good are standards?

Gwynedd 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';
- receiving regular reports from representatives of the CYNNAL advisory service.

2.3.1 Adroddiadau hunan arfarnu ysgolion

SACRE members resolved at their meeting on 9 February 2011, to continue to receive a copy of schools' self-evaluation of religious education and collective worship and asked head teachers to use a revised template. Gwynedd SACRE, Gwynedd 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 Gwynedd Council is responsible for distributing and collating the self evaluation reports. Primary and secondary schools are asked to submit a summary of their self evaluation during the year when the school is inspected by ESTYN.

CYNNAL has developed guidance and an online template for primary and secondary schools which support teachers and head teachers in their self-evaluation. The supplementary materials include success criteria, lesson observation book review guidelines, data analysis, making judgements on

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

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

Sixteen self-evaluation reports were submitted from primary school head teachers during the year: Abercaseg, Aberdyfi, Abererch, Bethel, Borth y Gest, Felinwnda, Foelgron, Llandwrog, Llandygai, Llanystumdwy, Maesincla, Morfa Nefyn, Nebo, Santes Helen, Penybryn (Bethesda), a Thudweiliog. One self-evaluation report was submitted by the head teacher of Ysgol Eifionydd. **X schools which were inspected during 2012-13 failed to submit a self evaluation report.**

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

	How good are outcomes in Religious Education?				How good is provision in Religious Education?				How good is the provision for collective worship?			
	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory
Primary	1	15			2	14			1	15		
Secondary		1				1				1		
Total	1	16			2	14			1	16		

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

How good are outcomes in Religious Education?

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

- pupils' interest and enjoyment in studying religious education; (Tudweiliog)
- pupils' good knowledge and understanding of life experiences and the questions that arise from them, as well as religious beliefs and practices; (Aberdyfi)
- most pupils can describe the features of religious celebrations and rituals and the religious stories associated with them and can understand their background and significance; (Bethel)
- pupils' good understanding of beliefs and religious practices; (Abererch, Borth y Gest)

- pupils' effective and appropriate contributions, (Llanystumdwy, Abererch) and the mature quality of the discussions of older pupils; (Santes Helen, Abererch)
- the good examples of extended writing in religious education; (Santes Helen)
- pupils' use of assessment for learning strategies in order to improve their work in religious education; (Llandwrog)
- that most pupils can describe and start to explain religious beliefs and practices; (Llandygai)
- the progress made by pupils as they present personal and mature responses to personal, religious and moral questions and the empathy shown towards others; (Foelgron)
- the contribution made by KS2 pupils as they plan enquiries based on a Big Question. They can follow lines of enquiry, gather information, develop and analyse questionnaires, interpret pictures and artefacts, question fellow learners and visitors and benefit from field work visits. By the end of an unit of work, they can effectively present a personal response to the Big Question with confidence and sensitivity; (Foelgron)
- the pupils make good use of religious symbolism and vocabulary in their religious education work; (Llandygai)
- the good standards achieved by KS2 as they demonstrate the characteristics of Levels 4 and 5 in their religious education work; (Felinwnda, Nebo)
- the good performance of KS3 pupils in Religious Education and of GCSE candidates in Religious Studies; (Eifionydd)
- the links with external partners, e.g. Antur Waunfawr, UNICEF, Fair Trade, British Council that enables pupils to learn about other religions; (Abercaseg, Nebo)

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

- further develop pupils' knowledge and understanding of other religions; (Llanystumdwy)
- develop pupil's confidence to work together to plan key questions in religious education; (Bethel, Tudweiliog)
- develop pupils' ability to develop their own ideas and beliefs about life and religion and to present these personal responses in different ways; (Bethel)
- increase the number of pupils who achieve L5+ in KS3; (Ysgol Eifionydd)

How good is the provision for Religious Education?

Around half of the schools identified good practices such as:

- the good planning that gave pupils opportunities to develop their religious education skills and their essential skills; (Abererch, Bethel, Borth y Gest)
- the detailed planning that enabled pupils to enquire into life's fundamental questions with the context of religious teachings and practices; (Llandygai, Nebo)
- the opportunities given to pupils to research independently, to gather information, share ideas and discuss. This develops their thinking skills, literacy and ICT skills. By the end of the term pupils are able to offer responses to the Big Question; (Foelgron)
- the time for reflection which has had a significantly positive effect on the standard of pupils' work, especially in KS2:
- the whole school moderation meetings. This has contributed to a good understanding of the requirements of religious education; (Bethel)

- the confidence shown by teachers in their presentation of religious education and the way in which teachers and classroom assistant model appropriate language in religious education lessons; (Morfa Nefyn)
- the lesson observations that show that the teaching of religious education was good and focussed on achieving high standards; (Llandwrog)
- the regular opportunities given for pupils to contribute to community events, *e.g. religious services, St. David's Day celebrations, community lunch for senior citizens.* (Aberdyfi)

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

- train teachers and classroom assistants to ask open ended questions; (Aberdyfi)
- ensure that pupils have opportunities to use thinking skills in order to develop independent learning; (Santes Helen)
- develop enquiry in religious education;
- observe religious education lessons as part of the school's self evaluation process, (Maesincla) or working with a neighbouring school in order to observe religious education lessons; (Foelgron)
- develop pupils oracy skills in religious education: discussion, listening and expressing an opinion;(Foelgron)
- use local places of worship in field work enquiries in religious education; (Llandwrog, Morfa Nefyn, Felinwnda)
- provide resources and artefacts so that pupils can learn about other religions and practices (Borth y Gest, Felinwnda)
- review schemes of work in order to respond to the requirements of the Literacy and Numeracy Framework, by identifying specific opportunities to develop extended writing in religious education; (Penybryn – Bethesda)

How good is the provision of collective worship?

All schools conform to the statutory requirements.

Around half of the schools identified good practices such as:

- the exciting collective worship...which has an emotional impact on pupils; (Llanystumdwy)
- the varied morning collective worship that sets the correct tone for the pupils at the beginning of every day; (Morfa Nefyn)
- pupils' participation in the collective worship sessions. One class is responsible for leading one collective worship session every week; (Penybryn-Bethesda)
- the spiritual nature of the collective worship sessions. Pupils make an effective contribution by discussing moral questions; (Abercaseg, Abererch, Bethel, Felinwnda)
- contribution made by local religious leaders to the collective worship sessions; (Aberdyfi, Bethel, Borth y Gest, Felinwnda, Foelgron, Llandygai, Nebo, Penybryn-Bethesda, Tudweiliog)
- exemplar collective worship resources shared on CYNNAL's Moodle website.(Llandygai)

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

- review the contribution made by pupils as they plan the collective worship sessions; (Llandygai, Foelgron)
- improve the structure of the provision of collective worship in the classroom, (Borth y Gest), or ensure that the school follows the collective worship programme and timetable more closely; (Nebo)
- develop opportunities to hold a 'minute for thinking' or a time for reflection within the collective worship sessions; (Bethel, Penybryn-Bethesda)
- create an area for reflection in the school; (Tudweiliog)

SACREs Recommendations to Gwynedd Council

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

2.3.2 Teacher assessment and external examination results in the secondary sector

Teacher assessments: Religious Education KS3

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

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

- 13 secondary departments have submitted portfolios for external moderation. Ysgol Eifionydd was unable to submit a portfolio because of staff illness.

- The majority of departments have shown a good understanding of the characteristics of Level 5, while nearly half of RE departments have a good understanding of the characteristics of Level 4. Half of Gwynedd’s RE departments have a sound understanding of Levels 6 a 6. All deaprtments were advised to respond to som issues relating to the nature of the activities or assessment.

SACRE Recommendations to Gwynedd Council

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

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

Blwyddyn	Ysgolion	Disgyblion		%L5+		%L6+		%L7+	
	A+G+C*	Gwynedd	A+G+C	Gwynedd	A+G+C	Gwynedd	A+G+C	Gwynedd	A+G+C
2012	5(5)+13(14)+4(7)	1260	2,568	87.2		51.4		16.4	
2011	3(5)+11(14)+2(7)	1145	1,767	82.0		40.9		12.6	

- 13 (from 14) secondary schools in Gwynedd submitted teacher assessments of the attainment of their KS3 pupils in RE. Ysgol Uwchradd Tywyn did not submit any performance data. One special school (from 3) submitted RE data.
- 1260 KS3 pupils were assessed in Summer 2012.
- 87.2% of KS3 pupils in Gwynedd achieved Level 5+ in Religious Education (82% in 2012) . The percentage of pupils who were awarded Level 5+ varied from 80% to 90.6%.
- 51.4% of KS3 pupils achieved Level 6+ in RE (28.3% in 2012). The percentage of pupils who were awarded Level 6+ varied from 36.1% to 67.7%.
- 16.4% of KS3 pupils achieved Level 7+ in RE, (12.6% in 2012). Level 7 was awarded in every school and the percentage ranged from 3.5% to 31.6%
- Level 3 or lower was awarded to pupils in 7 schools.
- 16 pupils in Gwynedd were awarded Level 8 in religious education.

GCSE Results: Religious Studies (full course)

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

The results of pupils who were 15 years old or older in January 2011.

	No. of candidates			% Excellence			% L2			% L1			Average subject score		
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2012	113	190	303	37.2	44.7	41.9	76.1	83.2	80.5	100.0	100.0	100.0	44	46	45
2011	128	266	394	24.2	41.7	36.0	62.5	75.9	71.6	99.2	96.2	97.2	40	43	42
2010	42	97	139	14.3	36.1	29.5	61.9	90.7	82.0	92.9	99.0	97.1	36	42	40

Good results

- 303 candidates from 10 (out of 14 schools in Gwynedd. The average subject score is 45;
- The number of candidates who sit the examination varies from 6 pupils in one school to 132 in another;
- 41.9% of candidates attain A*/A grades (excellence). The three year trend suggests that this is a significant increase. The gap between the percentage of boys and girls who gain the higher grades has decreased significantly, (2012=7.5%, 2011=16.5%, 2010=11.8%);
- 80.5% of candidates attain Level 2 qualifications, (A*- C). Whereas the three year trend show an increase in the percentage of boys who gain a L2 qualification the attainment shown by the girls is inconsistent. The gap between the percentage of boys and girls who are awarded Level 2 has decreased significantly, (2012=7.1%, 2011=13.4%, 2010=28.8%)
- All candidates have been awarded a Level 1 qualification in Religious Education.
- More girls than boys choose Religious Studies as a GCSE option, (B 113 : G 190).
- The results achieved by the girls are better than those achieved by the boys. The girls' average score of 46 is higher than the average score of 44 attained by the boys. A difference of +8 represents a GCSE grade. However, this year's results suggest that the gap between boys' and girls' performance is closing. The gap between the attainment of girls and boys is narrower than in 2010.

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

GCSE results: Religious Studies (short course)

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

	No. of candidates			% Excellence			% L2			% L1			Average subject score		
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2012	17	38	58	0.00	0.00	0	58.8	84.2	76.4	100.0	100.0	100.0	18	22	20
2011	121	134	255	0.0	0.0	0.0	46.3	67.2	57.3	100.0	100.0	100.0	18	21	19
2010	223	323	546	0.9	3.7	2.6	62.8	82.4	74.4	100.0	100.0	100.0	22	25	23

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

SACRE's Recommendations to Gwynedd Council

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

2.3.3 ESTYN Inspection Reports

X schools in Gwynedd were inspected by ESTYN during the year. There were no references to religious education in the published reports. The standard of collective worship was described as excellent, good, adequate, unsatisfactory in x schools.

2.4 Response of Local Authority

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

Core Aim 2: access to good education and learning opportunities.

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

2.4.1 The support of the advisory service

Since 1996, primary and secondary schools within the local authority have received the support of CYNNAL (the advisory service). The Humanities Advisor and the part time Religious Education

advisory teachers (part time) visit schools as part of the 'entitlement programme'. Three advisory teachers supported schools during 2011-12:

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

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

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

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

- supporting schools in their delivery of the Locally Agreed Syllabus and the new self evaluation framework. Support was provided at training courses, during school visits, by e-mail communication and on the CYNNAL Moodle site.
- Identifying the characteristics of a good self-evaluation, with particular reference to evaluative statements and measurable and quantitative evidence;
- Preparing and delivering training courses:
 - 'Closing the Gap: Effective Teaching and Learning' for secondary RE teachers. Teachers used samples of pupils' work and exemplar lesson observations in order to make a judgement on the standards of religious education and literacy achieved by pupils and on the standard of provision. Particular attention was given to the use of appropriate evaluative language when writing self evaluation reports;
 - 'GCSE Religious Studies' for secondary RE teachers under the guidance of the WJEC subject leader;
 - 'Data and Mysteries: developing reading skills in the Humanities' for KS3 RE teachers. Teachers used a cross curricular mystery on the theme of 'Slavery' in order to model a reading, oray and writing activity. The afternoon session focussed on developing pupils' data reading skills as they used charts, graphs, tables and diagrams as evidence in their exploration of fundamental questions;
 - 'What's the meaning of Christmas?' for primary RE teachers. Local churches (Eglwys Sant Tegai, Llandygai and Eglwys y Drindod Sanctaidd, Penrhynudraeth), artefacts, Bible stories and carols were used to develop pupils' enquiry and literacy skills.
 - A 5 day Humanities training and development course for primary teachers. The theme of 'peace' provided a vehicle to develop teachers' knowledge and understanding of Buddhism and to model examples of extended writing activities for KS2 pupils. Teachers were also given the opportunity to self-evaluate RE standards. The impact of the training can be seen in the assignments submitted by

the teachers following the course: schemes of work, action research, creating a pupils's profile of one attainment level;

- Understanding Standards in KS3. The three RE advisers for North Wales worked together to organise a training course for KS3. The course was sponsored by WASACRE, the local authorities of North Wales and secondary schools. The course provided an opportunity to reinforce previous guidance as teachers discussed how they should plan and assess rich learning activities in religious education. Reference was made to the guidance published by the Welsh Government: 'Religious Education: Guidance for KS2 and KS3'. Representatives from 13 secondary RE departments in Gwynedd attended the training event.
- observing newly qualified secondary religious education teachers;
- using the CYNANAL Moodle Site to distribute guidance documents and exemplar resources for teachers, and,
- share news and good practice in Gwynedd by contributing articles to 'RE News'.

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

2.4.2 Support for schools after April 2013

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

2.5 Religious Education and the Welsh Government

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

- <http://wales.gov.uk> > search for Religious Education
- The National Exemplar Framework for Religious Education in Wales (2008)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 and KS3 in Religious Education: Supplementary Guidance (2011)
- Religious Education: Guidance for 14-19 year old learners (2009)
- People, Questions and Beliefs: Religious Education in the Foundation Phased (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://cbac.co.uk>)

SACRE's recommendation to Gwynedd Council

- Ensure that RE teachers are aware of the guidance documents available and act on the guidance.
- www.estyn.org.uk;
- Religious Education in Secondary Schools (ESTYN, June 2013), and,
- Supplementary Guidance : collective workshop in non-denominational schools (2011).

SACRE's recommendations to Gwynedd 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 Gwynedd 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).
- Gwynedd SACRE monitors standard of collective worship in schools by reviewing schools' self evaluation reports;
- Gwynedd 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 Gwynedd.

Determinations

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

SACRE's Recommendations to Gwynedd Council

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

3.1 Administrative matters in relation to SACRE

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 SACRE membership of Gwynedd 2012-13

Christians and Other Religions

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

Mr Wyn Myles Meredith
Mrs Ruth Davies
Rev. Deian Evans
Parch. Robert Townsend
Mr Cynrig Hughes
Mrs Eirian Bradley Roberts

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)

Mrs Aileen Walker (Ysgol Eifionydd)
Mr Noel Dyer (Ysgol Glan Y Môr)
Mrs Mairiam Amlyn (Ysgol Eifionydd)
Mr Euan Hughes
Mrs Elisabeth Williams (Ysgol Maesincla)

Local Members

Councillor Huw Edwards (Cadeirydd)

Councillor Selwyn Griffiths
Councillor Gareth Thomas
Councillor Tom Ellis
Councillor Jean Forsyth
Councillor John Brynmor Hughes
Councillor Louise Hughes

Plaid Cymru
Plaid Cymru
Plaid Cymru
Annibynnol
Annibynnol
Llais Gwynedd
Llais Gwynedd

Co-opted members (non voting)

Mr Rheinallt Thomas
Mr Gwyn Rhydderch
Parch Aled Davies

Officers

Mr Dewi Jones
Mr Ken Robinson
Miss Bethan James
Mrs Leusa Jones
Miss Debbie Humphreys
Mrs Nia Wyn Jones

Head of Education Department Gwynedd
Education officer and SACRE clerk
Humanities Adviser CYNNAL
RE advisory teacher CYNNAL
RE advisory teacher CYNNAL
RE advisory teacher CYNNAL

Mrs Glynda O'Brien

Officer: Members and Scrutiny Department

3.3 SACRE meetings 2011-12

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

24 October 2012
20 February 2013
13 June 2013

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

- a) Meeting held on 24 October 2012**
- School self-evaluation reports: Aberdyfi, Santes Helen, Maesincla, Llanystumdwy, Llandwrog, Morfa Nefyn, Eifionydd.
 - Gwynedd SACRE's Annual Report (draft) 2011/2012
 - Support provided by the Advisory Service
 - How good are standards in religious education?
 - The findings of the Chief Moderator's Report on KS3 Teacher Assessment
 - Wales Association of SACREs: submit papers for the meeting held at Llandudno Junction, Conwy on 26 June 2012.
- b) Meeting held on 20 February 2013**
- School self-evaluation reports: Abercaseg, Abererch, Borth y Gest, Felinwnda, Llandygai, Foelgron, Tudweiliog;
 - Support provided by the Advisory Service
 - WASACRE training course: KS3 Teacher Assessment
 - How can SACRE undertake its responsibilities in the future?
 - 'SACREs and the Local Community' Report (WASACRE)
 - Wales Association of SACREs: submit papers for the meeting held at Merthyr Tudful in November 2012.
 - Gwynedd SACREs Annual Report (final) 2010/11
- c) Meeting held on 13 June 2013**
- School self-evaluation reports: Bethel, Nebo, Penybryn (Bethesda);
 - Support provided by the Advisory Service
 - RE News
 - How can SACRE undertake its responsibilities in the future?
 - Wales Association of SACREs: submit papers for the meeting held at Newport on 22 March 2012.

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 Wyn Myles Meredith

The following observers attended WASACRE meetings during the year:

- Miss Bethan James – Humanities Adviser
- Mr Rheinallt Thomas

3.3.2 The following provide SACRE with professional support:

Mr Dewi Jones, Head of the Education Department

Mr Ken Robinson, Gwynedd Education Officer and SACRE Clerk

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

Mrs Leusa Jones, Miss Debbie Humphreys, Mrs Nia Wyn Jones: part time advisory teachers
Mrs Glynda O'Brien, Committee Officer who minutes and administers SACRE on behalf of Gwynedd Council

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

3.3.3 The SACRE report was sent to the following organisations:

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

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

A printed copy was distributed to:

- Members of Gwynedd SACRE

3.5 Template used by Gwynedd 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))

Gwynedd 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 Gwynedd 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. Gwynedd 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 Gwynedd SACRE meeting on 13 October 2010 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 Gwynedd SACRE during the year when they are inspected by ESTYN.

Contact details:**Name (SACRE Clerk): Ken Robinson****Address:** Arfon Education department, Gwynedd Council, Caernarfon, Gwynedd. LL55 1SH.

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?

<p>Number of candidates</p> <p>B G Σ</p>	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.
<p>% Excellence</p> <p>B G Σ</p>	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.
<p>% L2</p> <p>B G Σ</p>	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.
<p>% L1</p> <p>B G Σ</p>	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.
<p>Average subject score</p> <p>B G Σ</p>	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?

<p>Number of candidates</p> <p>B G Σ</p>	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.
<p>% Excellence</p> <p>B G Σ</p>	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.
<p>% L2</p> <p>B G Σ</p>	
<p>% L1</p> <p>B G Σ</p>	
<p>Average subject score</p> <p>B G Σ</p>	

Gwynedd : Summer 2013

2.5 Standards in Religious Education in secondary schools

2.5.1 KS3 Teacher Assessments in Religious Education

Religious Education 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 respond to the same assessment tasks. Many training meetings have been held since 2007 to support teachers as they analysed the characteristics of the level descriptions and planned appropriate learning activities. Schools were invited to submit portfolios of pupils' work to WJEC external moderators in 2010/11 and 2011/2012 in order to moderate teachers' understanding of the level descriptions. This process was completed during the Summer of 2012 and departments have received reports outlining whether the moderators agreed with the teachers' understanding of the level characteristics. These reports offered further guidance to teachers if the moderators had failed to agree with the departments' interpretation.

13 (out of 14) secondary schools in Gwynedd submitted portfolios to the attention of the WJEC external moderators. The Chief Moderator's reports note that the majority of departments have a good understanding of the characteristics of Level 5. Around half of the departments showed a good understanding of the characteristics of Level 5. Half of the departments were able to display a good understanding of Levels 6 and 7.

A training event for the religious education teachers of North Wales, 'Understanding Standards at KS3' was organised at Llandudno Junction in January 2013. The three RE advisers in the North Wales region worked together in order to organise the training course sponsored by WASACRE, the six local authorities of North Wales and the secondary schools. The providers reinforced previous guidance and reference was made to 'Religious Education: Guidance for KS2 and KS3' (Welsh Government, 2011) as teachers planned and assessed rich learning activities in religious education. Representatives from 11 RE departments in Gwynedd attended the training course.

The Welsh Government does not collect KS3 Religious Education assessments therefore we are unable to compare the performance of secondary departments in Gwynedd with other local authorities across Wales. CYNNAL collects KS3 data on behalf of Anglesey (A), Gwynedd (G) and Conwy (C)*.

Year	Schools	Pupils		%L5+		%L6+		%L7+	
		Gwynedd	M+G+C	Gwynedd	M+G+C	Gwynedd	M+G+C	Gwynedd	M+G+C
2013	5 schools	380		93.4		69.5		24.5	
2012	5(5)+13(14)+4(7)	1260	2,568	87.2		51.4		16.4	
2011	3(5)+11(14)+2(7)	1145	1,767	82.0		40.9		12.6	

KS3 data has been received from five schools: Ysgol Dyffryn Ogwen, Ysgol Dyffryn Nantlle, Ysgol y Moelwyn, Ysgol Syr Hugh Owen, Ysgol Glan y Môr.

CYNNAL has not received KS3 data from: Ysgol Botwnnog, Ysgol Brynrefail, Ysgol Eifionydd, Ysgol y Gader, Ysgol Uwchradd Tywyn, Ysgol y Berwyn, Ysgol Ardudwy, Ysgol Friars, Ysgol Tryfan.

What are SACRE's recommendations to Gwynedd Council?

2.5.2 GCSE Results: Religious Studies (full course)

The data represents the candidates who were 15 years old or older in January 2011.

	No. of schools	No. of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2013	12	126	262	388	38.9	46.6	44.1	79.4	84.7	83.0	100.0	100.0	100.0	45	47	46
2012	10	113	190	303	37.2	44.7	41.9	76.1	83.2	80.5	100.0	100.0	100.0	44	46	45
2011	12	128	266	394	24.2	41.7	36.0	62.5	75.9	71.6	99.2	96.2	97.2	40	43	42
2010		42	97	139	14.3	36.1	29.5	61.9	90.7	82.0	92.9	99.0	97.1	36	42	40

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.

Very good results

- 388 candidates from 12 schools in Gwynedd. The average subject score is 46. There are no candidates from Ysgol Uwchradd Tywyn. Candidates from Ysgol Ardudwy travel to Ysgol Eifionydd in order to follow a GCSE course.
- Class sizes vary from 11 pupils in one school to 167 in another.
- 44.1% of the candidates have gained A*/A (Excellence). The percentage has shown a steady increase since 2010.
- 83% of candidates have gained Level 2 (A*- C) and all candidates have attained a Level 1 qualification in RS. These results suggest that standards have improved during the last three years.
- More girls than boys choose Religious Studies as a GCSE option, (B 126 : G 262).
- The results achieved by the girls are better than those achieved by the boys. The average score achieved by the girls is 47 in comparison with the average score of 45 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 7.7% which is similar to the gap observed in 2012 (7.5%).
- The percentage of boys and girls who have achieved a Level 1 or Level 2 qualification in Religious Studies has increased steadily in 2011.

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.

	No. of schools	No. of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2013	9	145	253	398	0.0	0.0	0.0	71.0	79.1	76.1	97.2	97.6	97.5	21	23	22
2012	3	17	38	55	0.0	0.0	0.0	58.8	84.2	76.4	100.0	100.0	100.0	18	22	20
2011	6	121	134	255	0.0	0.0	0.0	46.3	67.2	57.3	100.0	100.0	100.0	18	21	19
2010		223	323	546	0.9	3.7	2.6	62.8	82.4	74.4	100.0	100.0	100.0	22	25	23

What are SACRE's recommendations to Gwynedd Council?

- Ensure that religious education teachers are able to access the subject guidance of the WJEC examination board.
- Invite the RE Department from Ysgol Friars to share good practice at a meeting of Gwynedd SACRE. A significant number of boys (78) and girls (88) sit the GCSE examination and the gap between the L2 achievement of boys and girls is not as significant as other departments, (5.2%).
- Facilitate professional learning communities for religious education teachers in order to respond to the ESTYN Inspection Report and to explore key questions such as:
 - *Why do pupils choose the subject? Why don't pupils choose the subject? Why do more girls than boys choose to study the subject?*
 - *What can departments learn from other departments about the best way of supporting boys as they prepare for external examinations. What other strategies should be considered in order to close the gap between the results achieved by boys and girls?*
 - *How can departments challenge pupils to produce work of the highest standard?*

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))

Gwynedd 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 Gwynedd 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. Gwynedd 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 Gwynedd SACRE meeting on 13 October 2010 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 Gwynedd SACRE during the year when they are inspected by ESTYN.

Contact details: (kenrobinson@gwynedd.gov.uk) 01286 679888

Name (SACRE Clerk): Ken Robinson.

Address: Arfon Area Education Office, Cyngor Gwynedd, Caernarfon, Gwynedd, LL55 1SH.

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.

School Name: YSGOL ARDUDWY

Religious Education

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

- The self-evaluation is based on lesson observations, evaluations 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

Standards in Religious Education – progress in learning

Following a period when a deterioration occurred in standards in RE at the school due to matters of competence and the long-term absence of the Head of Department at the time, standards have improved over the past two years at KS3.

In 2012, pupil numbers achieving Level 5+ stood at 87.7%, 6+ 42.0%; 7+ 3.5%. In 2013, Level 5+ results stood at 93.7%; 6+ 43.7%; 7+ 14.5%. This represents good progress.

Due to the previous staffing problems, for several years nobody had selected Religious Studies at KS4. Every KS4 pupil studies Statutory RE and this is accredited as part of the Welsh Baccalaureate that gives status to the course taught.

Matters for attention

Increase number of boys achieving levels 7+ in the subject.

Excellent

Good

✓

Adequate

Unsatisfactory

Key Question 2: How good is the provision in Religious Education?

- Self-evaluation should consider the following indicators: the time that is allocated to the subject, subject-based information, teachers specialization and professional development, suitability of the programme of study and range of teaching resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to reach an opinion about quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the provision 'People, Faiths and Questions for Foundation Phase pupils as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

Teaching: planning and range of strategies

As part of a special project to reduce the number of teachers who teach Year 7 pupils following transferral from the primary sector, it was decided to combine Welsh, RE and ITC in one learning block with the same teacher teaching all lessons at KS3. Guidance and training was provided by Bethan James and Leusa Jones from Cynnal to establish the pattern and create appropriate work plans that accompany SACRE agreed Syllabus. The arrangement has been a huge success and this is reflected in the improved results. The Head of the Welsh Department also acts as Head of RE and has developed well in her new role following specialized training. The three teachers who teach under the new arrangements have also received appropriate training and are confident in teaching RE. A block of five 50 minute lessons are allocated for Welsh/RE/ITC and the equivalent of one lesson is allocated to RE during the year. This implies that periods of RE can be held instead of a single weekly non-contact lesson that provides broader opportunities to study specific issues in greater depth.

Diverse and challenging learning and teaching strategies are implemented and lesson observations have been at least Good+ as regards learning and teaching throughout the year.

Ysgol Ardudwy collaborates with Ysgol Eifionydd on several KS4 subjects utilizing both schools strengths. It was decided that Ysgol Eifionydd will provide GCSE Religious Studies at KS4 for both schools from now on. A pupil from Ysgol Ardudwy will sit GCSE in 2014.

Matters for attention

Apply the National Literacy and Numeracy Framework that will be implemented on 1 September 2013 to the Schemes of Work

Excellent		Good	√	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is provision for collective worship?

Does collective worship comply with statutory requirements?	Yes √	No
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References : ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on reviewing Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features as regards quality of Collective Worship

- Pupils who lead every morning assembly services at the school and the pupils jointly organize and prepare the services with the Class Tutor and every registered class contribute in turn.
- There is an effort to ensure that every service has a timely and relevant message and theme.
- Special services are held to mark occasions such as Thanksgiving, Christmas, Easter.
- Visual and audio-visual IT is used in the services held in the Hall, e.g. powerpoint, photostory, U Tube clips etc.
- Pupils also contribute to collective worship in the registered class including writing prayers.

Matters to focus upon as regards quality of Collective Worship

- Continue to develop services at the Hall to include more musical contributions
- Increase number of those invited to lead the service as well as the Gideons.
- Monitor effectiveness of collective worship during registration periods.

Excellent		Good		Adequate	√	Unsatisfactory	
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Signed: Tudur Williams

Date: 2 July 2013

Religious Education

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

- The self-evaluation is based on lesson observations, evaluations of pupils work and interviews held with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers assessments and/or examination results.

References : ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education – progress in learning

KS3

- percentage of L5 in the department is 89.6% in 2012 - an improvement of 9.3% since 2011, have made a gradual improvement over the past few years.
- percentage of L6+ is 59.7% in 2012, the highest subject at the school and has more than doubled since last year; this due to extending pupils earlier.
- KS3 assessments for 2012 places the school 2.4% above the LEA, has been 1.4% lower last year and 4.7% higher in 2010
- the gap between B/G performance at L5+ (93.1%/86.5%) has closed since last year but the gap (51.4%/69.0%) remains with regard to L6+ in 2012.
- A gap between B/G is not envisaged at the end of KS3 in 2013, but there is a need to target half a dozen boys in y8 to try and ensure that the gap has been closed with regard to L6+ in 2014.

Judgement on KS3 performance - GOOD

KS4

- no GCSE results in 2012, a small year of 42 pupils.
- excellent results in 2011, A*-C at 94.7%
- three pupils in current year 11 achieved lower grades than C (two by 1 mark and the other by 6 marks) and are targeted to improve this year. 75% achieved C in year 10 and the target for this year is that 92% achieve grades A* to C.
- **Trends over time** - have outperformed the County in percentage achieving grade C+ in 2009 and 2011. The subject score has exceeded the County, 47.58 in 2011 compared to 43.25 for the County.
- **The majority of the pupils have done better in Religious Education than their other subjects by a grade and a half. That is excellent.**

Judgement on performance at KS4 - EXCELLENT

KS5

- Year 12 results in the Judaism module in January are good

- Results achieved by several pupils in the Buddhism module in Summer 2012 were disappointing, but results were much better following re-sits in January 2013.

Judgement on KS5 performance - GOOD

Matters for attention

- Increase numbers of A*/A grades in GCSE results in the subject.
- Continue to focus on the gap between boys and girls so as to improve the literacy of boys that will bridge this gap.

Excellent	X	Good		Adequate		Unsatisfactory
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Key Question 2: How good is provision in Religious Education?

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based information, teachers specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to form an opinion about the quality of teaching in RE lessons at the school, and the extent to which pupils are encouraged and motivated to achieve high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for Foundation Phase pupils as well as to RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

The Teaching: planning and range of strategies

- The PA is a subject specialist who is aware of Curriculum requirements as outlined in the *Exemplar Framework for RE in Wales*, and WJECT specifications for GCSE and A Level. She has also benefited from Cynnal INSET and is aware of the latest developments such as thinking development, literacy and assessment for learning.
- Evidence of lesson observation from the Senior Management Team indicates that standard of teaching in the subject is excellent. That was confirmed by Estyn during November 2012.
- The Head of Department is a member of Professional Learning Communities (school and county) with responsibility for selecting fields for development in the subject, namely literacy and bridging the gap between boys and girls.
- The detailed schemes of work contain clear and attainable learning aims and objectives, and the essential skills as well as the RE skills are mentioned. The tasks are pupil-centred that ensures that they can own their learning and take pride in that.
- It is ensured that every lesson starts with an engaging stimulus that immediately focusses pupils on their work. There is an appropriate ending to conclude lessons, to enable the pupils to reflect on the lesson and on the learning strategies.
- Evidence contained in the work books shows regular use of assessment for learning strategies and

thinking development that makes the pupils confident and independent learners.

- Self-assessment and peer assessment through metocognition methods has become an important practice for the pupils and provides a means to improve their performance and promote reflection on the learning process.
- The section provides models for ALN pupils to assist them to achieve the expected standard and make progress. Vocabulary and terms are provided, writing frames, differentiated sheets and working in mixed ability groups.

Matters for attention

- Extend pupils through increasing number of higher levels at the end of KS3, focussing on 'Able and Gifted' pupils.
- Look for opportunities to develop Numeracy Skill within the subject.

Excellent	X	Good		Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is provision for collective worship?

Does collective worship comply with the statutory requirements?	Yes	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

- Collective Worship at the school complies with statutory requirements.
- Quality of Collective Worship is very good, focusses on current affairs and provides an opportunity to reinforce important moral messages. The services focus on other cultures and religions as well as Christianity.
- The provision for spiritual development is good. The pupils have an opportunity to reflect on their personal lives and those of others, and ask fundamental questions about life in the RE, Humanities and Language lessons, at the morning services, through visits to various houses of worship, and through supporting various charities.
- There is good provision for moral development. The school succeeds well in promoting values such as honesty, fairness and respect, and discriminating between right and wrong.

Matters for attention as regards quality of Collective Worship

Excellent		Good	X	Adequate		Unsatisfactory	
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Signed: Alun Llwyd (Headteacher)

Date: 1 July 2013

Religious Education

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

- The self-evaluation is based on lesson observations, evaluations of pupils work and interviews held with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Lesson observations indicate that pupils have an excellent grasp of RE. Close collaboration occurs between the school and the community, and progression is observed between themes at the school and work that is further discussed at the Sunday Schools.

The pupils are very well informed about their community. They join other establishments and fully participate in the life of the village and beyond.

Almost all the older pupils regularly participate in various clubs associated with sports, the Urdd, cookery, gardening, dancing, and also regularly visit the Leisure Centre at Bala to attend dance, gymnastics, swimming, karate and football activities.

The pupils have planted flowers around the village to promote the work of the Eco Council and make their area more attractive and show it respect.

They participate in the Community participating in the local and Urdd Eisteddfodau, Fair Trade coffee evenings, a Thanksgiving service at the Old Chapel, Sunday School in the Schoolhouse - Yr Awr Fawr, Christmas and Urdd concerts, carol singing, litter gathering around the village and regularly inviting the community into the school.

The pupils send a report to the Governors on their work and decisions on the day to day running of the school.

The School Council provides an opportunity for pupils to make important decisions and places responsibility on them and makes them feel that they are appreciated.

The pupils humanitarian work is good featuring appeals such as towards Jaleshwary school, Nepal, Sonrisa home for children in Nepal, The pupils stayed for 12 hours at the school to fund-raise towards a good cause.

Every Thanksgiving Service fund-raises towards good causes - Wales Air Ambulance, McMillan Nurses, Children In Need, Haiti, Coronary Heart Disease Foundation, The Blind.

The pupils play a prominent role in the decision concerning where the money goes and who will receive a contribution.

The pupils are very well behaved, as described in the recent inspection.

Individuals regularly correspond with the School to commend the pupils behaviour on educational visits.

Their behaviour and attitudes reflect their full participation in learning and in decision-making about School life.

Physical and active activities are enjoyed and excellent success is achieved.

Several visitors to the school have noted that pupils behaviour, response and conversation is mature and engaging.

The teachers encourage the pupils to show respect towards others, show care and concern for the younger pupils at the school, and accept responsibility for their actions and work.

All the pupils show respect towards their work and this is reflected in their work books.
 Most enjoy challenges and several of the older pupils develop the ability to work independently, using the skills required to support life-long learning.
 As the school develops assessment for learning, pupils develop their learning improvement skills and collaborate very well with their peers, they develop into much more confident learners.
 They develop the skills to improve their own work, work with others, solve problems and develop their ideas to proceed to the next stage in their learning.
 The pupils make a good contribution towards decisions through the Council, the Eco Council and by taking responsibility for various activities.

Standards in Religious Education - progress in learning

Pupils show a good understanding of the importance of worship, and the importance of particular places and artefacts to people who follow different religions.
 Pupils are aware of church festivals and of the significance of important days such as Christmas, Easter in the Christian faith.
 Assessment for learning is increasingly used to respond to pupils work - e.g. 2 stars and a wish, peer marking etc.
 The pupils are responsible for setting their own success criteria in the senior classes whilst at the Foundation Phase the pupils contribute well towards target setting.
 As part of the Assessment for learning scheme, the pupils begin to take a more active role in planning the work programme for the term.
 Good use is made of ITC in investigations, to discover information and present work.
 All pupils have opportunities to verbally contribute to a discussion on moral questions.
 Circle Time lessons are regularly held in the classes and they contribute towards development of a positive attitude towards problem-sharing and to feel empathy towards each other.
 A good contact is developing between the school and humanitarian charities such as Chrstian Aid, Operation Christmas Child, Children In Need etc
 The pupils regularly visit the church, chapels and other places of religious interest.

Matters for attention

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- Develop pupils ability to plan, develop and reflect on their learning

Way forward:

Matters for attention

Excellent		Good		Adequate		Unsatisfactory	
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Key Question 2: How good is the provision in Religious Education?

- The RE provision is good. The entire staff are confident in their role as RE teachers and are aware of RE statutory requirements. RE is taught at the Foundation Phase by Mrs Siwan Davies and occasionally we collaborate with supply teachers e.g. Mrs Heledd Jones who possesses different kinds of

well-being at the school. An attitude that was highly commended in the recent Estyn inspection. During the worship, time is allocated to meditate on themes that vary in ethos and we try and motivate the pupils in various methods e.g story, newspaper, video clips, posters, picture, poetry, artefact or song.. We look at and discuss important events in the news. Reading stories and learning verses from the Bible are also valued. Time is given for joint-prayer, sometimes reading, sometimes reciting from the heart to others. Various hymns are used to accompany the themes, seeking collaboration with the Sunday Schools, through learning new hymns from the selection annually.

There is excellent collaboration with individuals and teams who work in the community. Nia Roberts,(rector) Carwyn Siddall,(the minister) Dr Owain Edwards and his staff from Coleg y Bala are frequent visitors, as well as occasional visits from members/officers at the local chapels. The pupils are aware of religion's role in the community and the importance of Christianity in the life of the village. The school holds a Thanksgiving Service at the Old Chapel as part of the local Pastorate's thanksgiving week and a religious theme forms part of our Christmas Concert annually. We also encourage all pupils to participate in the Sunday Schools, through discussing events and sharing information with the pupils.

Collective Worship is followed based mainly on Christianity, but other World Religions are mentioned, placing the emphasis on appreciating the variations in the world. Fables or traditions different to Wales are also used, drawing attention to the moral messages that they contain. As we collaborate very closely with Nepal, the pupils have a very positive and healthy attitude towards people from different backgrounds, cultures and beliefs.

Matters to focus upon as regards quality of Collective Worship:

Excellent	✓	Good		Adequate		Unsatisfactory	
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Completed: Siwan Davies (FP class teacher and subject co-ordinator)

Signed: Dilys Ellis-Jones (Headteacher)

Date: June 24th, 2013

Religious Education

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

- The self-evaluation is based on lesson observations, appraisals of pupils work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an appraisal of teachers assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education – progress in learning

Standards in Religious Education vary between good or very good at the school. Observations, appraisals have identified the strengths as well as the fields to develop.

Through holding various activities at the school, and extra-curricularly, pupils have made good progress in their personal, social and moral development. The school places a strong emphasis on developing and promoting social skills and life skills amongst pupils throughout the school. Most of the pupils possess good social and life skills such as showing concern for others, respect and care, and are able to easily take on responsibilities, such as assisting staff, assisting during lunch time and the 'Playground Buddies' system.

The school provides inclusive opportunities for every pupil's educational and social development undertaking responsibilities within their age-group. This was reflected in parents questionnaires with 94% agreeing and 58% fully agreeing that their children are socially developed.

Almost all the pupils are friendly towards each other in formal and informal situations. Almost all get on very well with the teachers and other staff members.

- Many of the pupils books show progress over the year and assessment, targeting and tracking records show that individuals make very good progress. Most of the Assessment For Learning done by the pupils as well as the correcting scheme used by the teachers when responding to pupils work imply that pupils are aware of the standard of their work and scope for improvement. Pupils reflect on their learning very well. All the pupils identify Success Criteria and this has led to improved standards. This is visible in pupils books – pupils are much more self-supportive.

At the Foundation Phase, the children have received various Biblical stories as well as the story of Palesa in Lesotho and observe his method of worship. Most of the pupils have asked Why Jesus Christ died in the Easter Story and almost all have offered suggestions as to how to keep Llanberis tidy. Judaism and the Pesach Festival was discussed and most understand the contents of the Cedar plate. Many have successfully discussed Fair Trade. We have discussed – What makes a good friend and almost everybody understands what makes a good friend. We hold Caleb Time and Dina School lessons from which many of the pupils benefit. Almost every child can offer ideas on writing a prayer of Thanks. We have received a visit from Rev Carol Roberts to hold a baptism ceremony and religious artefacts were displayed. A visit was held to the church and chapel and most of the pupils could compare both buildings and methods of worship.

At KS2, the pupils are allocated regular periods to ask questions about religion e.g. Why do people go on a pilgrimage? What is a christian? What is peace? They use their personal experiences and that of others to find answers e.g. Rev John Pritchard/ The internet and all kinds of books. The pupils have studied pilgrimage that belongs to various religions as well as describe their personal ideal pilgrimage e.g. sea-side or forest.

Most of the pupils know where Pilgrims in Wales gather, seeking evidence. They can explain and describe their experience 'What is a journey that has a special purpose' explaining in an acceptable manner the purpose of the visit and how they felt before going, and what the experience taught the pupils about themselves. Almost all understood why people go on a pilgrimage, what their motivation was appreciating that various religions do so in various ways. A range of religious and non-religious artefacts were explored and were put to good use to try and discover what a pilgrim's requirements on a pilgrimage would be. Most pupils expressed a view and asked effective questions. It was felt that the task of trying to understand what the Christian's religious practices and rituals was challenging and met every individual child's needs. Most pupils produced comprehensive work. A range of appropriate teaching methods and resources were used for the activities. Various strategies and activities were used. The pilgrimage around the school was a success and there was a good response to the activities. Most produced very effective extended writing work. Some of the least able showed a firm grasp of what was learnt.

Through diverse tasks when discussing the question 'How and why various religions give thanks', most of the pupils have understood the purpose of the Eid ul Fitr Festivals/ Sukkot Festival/ Thanksgiving Festival.

The majority have understood the importance of the festivals for followers and almost all have understood the impact of festivals on life-style. Most have understood the importance of certain rules from the Bible, Torah and Quran for followers.

Matters to focus upon

Provide more inter-active experiences or visits to support the teaching e.g. invite visitors to the service/ visits to support the teaching/visits to the class from followers of other religions. Book Coleg y Bala for next Easter.

Place relevant orders for the pupils e.g. sets of bibles for group reading.

Continue to jointly plan so as to ensure that there is progression in the tasks presented to various age-groups.

Prepare RE classroom reading books.

Place a greater emphasis on learning the spelling of religious vocabulary that arises in the themes.

When questioning, need to nurture the pupils to think in a more extended and challenging manner. Once accustomed to this, an improvement would occur in the discussion work within groups/class. The most able would be extended when preparing a work programme for them that would enable them to proceed with certain extended activities/investigations.

Excellent**Good**

√

Adequate**Unsatisfactory****Key Question 2: How good is provision in Religious Education?**

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based knowledge, teachers specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to reach an opinion about the quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the 'People, Beliefs and Questioning' provision for Foundation Phase pupils as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

Teaching: planning and range of strategies

• Schemes have been reviewed and there are long-term schemes in place (reviewed September 2011). Short-term schemes of good quality following the pupil's trail at the Foundation Phase and KS2. Pupils skills are built upon as they move from the Foundation Phase to Key Stage 2. Good and appropriate schemes raise the standard of the teaching and learning.

• Pupils experiences at the FP and KS2 are enriched through a good combination of work on and off the premises, through various educational visits and various visitors who are involved with class themes. These are excellent visits, add to understanding and enhance the pupils experiences through promoting the philosophy of learning through a kinaesthetic experience - (evidence – Portfolio of ethos and experiences at the Foundation Phase).

A PSE scheme and the obvious emphasis placed on teaching about morality develops all the pupils to become tolerant and responsible citizens.

Teachers tasks are purposefully planned to provide opportunities for pupils to develop creative skills, problem-solving and thinking skills throughout the field. Various thinking skills techniques and instruments used at KS2 and the Foundation Phase are good with very good elements.

Throughout the school, teachers and teaching staff differentiate well for various ability to support groups and individuals. Pupils work at their ability level and the teachers set them very adequate challenges. Observations in every class and pupils work books indicate that there is good differentiation in RE.

Matters for attention

- Continue to amend the portfolio focussing on thinking skills in the activities.
- Methods to ensure that the entire ability range are appropriately extended and that an appropriate level of challenge enables attainment of excellence
- Ensure specific SC is for skills in the field – a trend in some of the lessons for them to be linguistic rather than religious.

Excellent**Good**

√

Adequate**Unsatisfactory**

Collective Worship

Key Question 2: How good is provision for collective worship?

Does collective worship comply with statutory requirements?

Yes

No

References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on reviewing Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features in quality of Collective Worship

- There is a special spiritual ethos to our services and the pupils make an effective contribution through organizing contributions beforehand and through sharing feelings at the time. Classes in turn generate a service with a spiritual or moral ethos on Friday.
- Effective Circle Time lessons are regularly held in each class and good opportunities are provided to reflect, question and express wonder. 83% of pupils feel that they have an opportunity to voice an opinion or discuss problems – indicating a very good aspect with regard to partnership and letting the child have a voice.
- There is very good provision for the pupils spiritual development. They acquire opportunities through PSE scheme to reflect on global fundamental questions, and they possess a good grasp and knowledge of Christian practices and stories. Learning about other beliefs or religions is a strong element at the school.
- Pupils moral development is very well provided for. A great deal of emphasis is placed on respect, fairness and honesty. Stories are used in circle time periods, PSE lessons and periods of collective worship/ services to discuss matters that encourage correct and incorrect discussions. These features are rewarded at the weekly award service. Dina School and Caleb Time scheme lay sound foundations. Dina Bach School Project to reinforce values with a small cohort of pupils.
- Regular periods of collective worship are held, collectively and in the classes to ensure that they meet the statutory requirements.

Matters for attention as regards quality of Collective Worship

- Scope for structuring circle time

Excellent

Good

✓

Adequate

Unsatisfactory

Signed: Siw Brookes

Date: June 2013

School Name: CEFN COCH, PENRHYNDEUDRAETH.

Religious Education

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

- The self-evaluation is based on lesson observations, evaluations 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

Standards in Religious Education – progress in learning

The Foundation Phase

Most pupils ability to recall and respond to basic religious beliefs, doctrines and practices are developing well at the start of the Foundation Phase. By the top end of the Foundation Phase, most can talk about their work and suggest in simple terms why certain aspects of religions are important to some people – e.g. when dealing with the theme ‘Jesus Birthday’. By the top end of the Foundation Phase, a few pupils can describe some of the religious beliefs, doctrines and practices – e.g. Jesus as a gift to the world.

Most pupils at the Foundation Phase can express personal responses describing their personal feelings and experiences –e.g. when looking at the theme ‘Looking after our World.’ By the top end of the Foundation Phase, many pupils ask questions about aspects of religion – e.g. ‘question’ characters from the story of the First Christmas, and also suggest some simple answers. Most pupils are also ready to voice an opinion when discussing ‘fundamental questions’ such as ‘Is Jesus enjoying his birthday party?’ and ‘Am I grateful enough?’ Develop most of the pupils ability to use simple but appropriate religious vocabulary across the Foundation Phase.

Key Stage Two

At the lower end of KS2, most pupils can recall and simply communicate some of the religious beliefs, doctrines and practices investigated – e.g. when investigating the ‘fundamental question’ ‘Why is food so important for believers?’ Most of them can describe how this aspect can impact the life of believers from various religions. A few of the pupils can note similarities and differences between the religions.

At the lower end of KS2, most pupils can ask questions about their personal experiences and suggest possible answers –e.g. when addressing the theme ‘What creates happiness?’ Many pupils succeed in answering the question/these questions presenting different ideas.

At the lower end of KS2, most pupils can describe their feelings, actions and opinions. Most can describe their opinions and feelings providing comments on other viewpoints. A few pupils are starting to explain how their feelings and opinions differ from those of others.

At the lower end of KS2, the ability of most pupils to use appropriate religious vocabulary is developed and many of them recognize that religious symbols have meaning.

By the upper end of KS2, most pupils can describe some of the religious beliefs, doctrines and practices investigated – e.g. when addressing the question “How and why do believers care for others?” Many of them can explain why believers believe and act as they do and provide specific examples to support this. Most pupils can note similarities and differences between different religions. A few pupils succeed in making links between different religions.

By the upper end of KS2, most pupils can discuss questions that arise from their personal experiences, the world around them and aspects of religion, offering their personal opinions –e.g. when dealing with the philosophical enquiry “ How to be good ?” Many pupils can discuss their responses and a few of them justify ideas.

By the upper end of KS2, most pupils can describe their feelings, their actions and opinions and offer simple comments on others viewpoints. Most pupils can explain how their opinions and feelings differ from those of others.

By the upper end of KS2, most pupils ability is developed to use a range of appropriate religious vocabulary and identify some religious symbols.

Matters for attention

Standards of achievement of upper tier pupils throughout the school is measurable against outcome/higher level requirements.

Excellent		Good	✓	Adequate		Unsatisfactory
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Key Question 2: How good is provision in Religious Education?

- Self-evaluation should consider the following indicators: the time allocated to the subject, teachers subject-based information, specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work allows headteachers and heads of department to form an opinion about quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for Foundation Phase pupils as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

Teaching: planning and range of strategies

Foundation Phase teachers are familiar with the National Framework for presenting RE. They have identified specific skills involving People, Faiths and Questions through the Global Knowledge and Understanding and Personal and Social Development, Well-being and Cultural Diversity. They understand that pupils should have opportunities to develop their skills by focussing on the following range : insight into religion, religious people and religious aspects: exploration of the impact of religion on people's lives and capacity to provide guidance; ask questions; investigate and express meaning through signs and symbols; express personal responses; look at responsibilities; explore more complex questions.

Likewise, KS2 teachers are familiar with the National Framework for presenting RE for pupils. They are aware that pupils should have opportunities to develop their skills, knowledge and understanding of Christianity and the principal religions through the inter-relationship of the subject's three core skills, namely 'Dealing with the Fundamental Questions,' 'Exploring Religious Beliefs, Doctrines and Practices' and 'Expressing Personal Responses'. They also understand that pupils should have opportunities to develop their skills through focussing on the following range:

'The world,' 'Human experience,' and 'Searching for meaning.'

All pupils receive a weekly RE lesson, in compliance with statutory requirements.

The school Humanities co-ordinator received HADA training this year (2012/2013.) He gained huge benefit from the 5 days of creating a professional learning community in the Humanities field with RE being an integral part of the training. He cascaded information at subsequent staff meetings.

Focus activities are purposefully planned and in detail across the Foundation Phase –e.g. themes 'Jesus Christ's Birthday' 'Marriage' and 'Saying Thank you.' By the upper end of the Foundation Phase, the pupils have opportunities to 'plan' activities to enrich the learning zones that integrate and reinforce focus tasks.

Likewise, KS2 schemes are detailed and purposeful and ensure order and progression. Focussing on Fundamental Questions has ensured that pupils investigative skills have developed.

'Assessment For Learning' has been adopted as a tool to raise standards at the school. Here is the core of our self-evaluation system when pupils work is scrutinized and in class observations. Consequently, all teachers are aware of the essential elements that contribute towards effective teaching and learning. This is scrutinized when observing an RE lesson or task in the classes and evidence of this is sought in pupils books when monitoring their work :

- learning criteria
- questioning
- providing and responding to feedback
- assessment/self-assessment/peer assessment
- use the information gained through assessment so that pupils make progress.

'Thinking skills' methods are used as steps to inspire the pupils as they deal with a fundamental question or specific subject in RE. These have been carefully planned to ensure diversity and follow-up so as to avoid excessive repetition of the same method.

The school uses 'Incerts' progress tracking system for every pupil. This enables teachers to look at a pupil's achievements face to face with outcome/level requirements. Of course, RE forms part of the same tracking system.

A wide range of materials is used to enrich the studied themes: story books, information books, large books, artefacts, ITC resources, visits to places of worship, school visitors etc.

Matters to focus upon

Ensure that tasks provided for upper tier pupils throughout the school are in accordance with firm strands within outcome/higher level requirements.

Continue to ensure that the set success criteria are compatible with RE Framework requirements.

Consider 'simplifying' diction of RE levels for KS2 pupils so as to enable them to self-assess their work/assess their peers in light of these levels.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is provision for collective worship?

Does the collective worship comply with statutory requirements?	Yes	✓	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good Features as regards quality of Collective Worship

All pupils participate in daily collective worship, in compliance with statutory requirement.
Pupils can be withdrawn from collective worship, if so requested by parents.

The collective worship is held at the class, key stage or whole school level. The aim is for pupils to feel that our collective worship periods are 'special' times separate from the usual class or school activities. This is done through opening a Bible/lighting a candle/darkening the room...

The vast majority of our acts of collective worship are wholly or mainly Christian in nature.

During the collective worship, pupils have an opportunity to conduct one or several of the following:

- Reflection - through listening and watching.
- Responding – collective worship periods are not times for passivity.
- Reading.
- Role play
- Prayer - silently/aloud/The Lord's Prayer.
- Singing - hymns.

We feel that collective worship makes an important contribution to pupils personal, spiritual, moral, social and cultural development. Opportunities are taken to develop aspects of PSE, Global Citizenship and the Cwricwlwm Cymreig during our periods of collective worship.

We welcome individuals from religious organizations to the school to hold services –e.g. Nia from Coleg y Bala. Pupils also hold special services at houses of worship in the community – Thanksgiving and Good Will services.

Matters to focus upon as regards quality of Collective Worship

Review the collective worship plan prepared to ensure diversity and cohesion in the activities.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Signed: Rhys M Glyn (Headteacher)

Date: 01 / 07 / 13

School Name :Baladeulyn

Religious Education

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

- The self-evaluation is based on lesson observations, evaluations 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 teachers assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education – progress in learning

- Care at the school is exceptionally good.
- The school is a closely knit community and teachers and assistants promote pupils well-being very well.
- The pupils are happy to openly converse with staff.
- School arrangements promote spiritual, moral, social and cultural development very well. There is focus on the environment and local history and participation in the local Eisteddfodau.
- The PSE scheme is implemented that very well promotes an understanding of equality and diversity. Examples of this are regularly seen e.g. Schools Contact Officer, collecting towards charities
- An emphasis is placed on the opinion of the child and this is apparent in the class councils and questionnaires.
- An emphasis is placed on creating an acceptable, pleasant environment that promotes a positive, hard-working response from the pupils and teachers in the learning environment.
- Equal opportunities are provided for everybody at the school.

Matters for attention

Excellent

Good

√

Adequate

Unsatisfactory

Key Question 2: How good is provision in Religious Education?

- A school evaluation should consider the following indicators: the time allocated to the subject, subject-based knowledge, teachers specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to form an opinion about quality of teaching in RE lessons at the school, and the extent to which pupils are encouraged and motivated to achieve high standards.
- Primary schools should refer to the 'People, Faiths and Questions' provision for Foundation Phase pupils as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

The teaching: planning and range of strategies

- The school is a close knit community where everybody has an equal opportunity to actively participate in the life of the school and the wider community. Through our schemes and daily activities, the children develop skills and values such as respect, care, responsibility and concern
- The children display mutual friendship in formal and informal situations. There is an excellent relationship between the children and school staff.
- Under the procedures of RE and the school's PSE work, pupils become aware of differences within the community. They gain a stronger understanding of the broader community through the wide diversity of regular visitors to the school e.g.nurse, fireman, police woman, road safety workers, Carys Ofalus so that they gain very good social skills.

- The children show respect for rules, care for each other and are willing to discuss their feelings. Their self-confidence and self-esteem have developed very well.
- The teachers have very good subject-based knowledge which they are qualified to present.
- The school has received Fair Trade School accreditation with an excellent report that notes that it is apparent that the school and pupils take the work “seriously”. The pupils awareness of ADCDF has developed very well through this. There is planning for “People, Faiths and Questions” alongside “Global Knowledge and Understanding” at the FP.
- Regular observation is planned and comments indicate that good practices contribute towards the quality of the lessons. This has enriched the children’s experiences and they well develop skills.

Matters for attention

- . The school needs to develop international links so as to further enrich the children’s experiences.

Excellent		Good	√	Adequate		Unsatisfactory	
Collective Worship							

Key Question 2: How good is provision for collective worship?

Does the collective worship meet statutory requirements?	Yes	No
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References: ESTYN Inspection Framework Section 2.3.1, ‘Supplementary guidance on reviewing Collective Worship in non-demominational schools’ (ESTYN, September 2010) , ‘Religious Education and Collective Worship’ (Welsh Office Circular 10/94)

Good features as regards quality of Collective Worship

- The school and classroom services and circle time provides an equal opportunity for everybody to participate and boosts every child’s self-confidence.
- Joint Circle Time sessions are regularly held. The pupils meditate, share feelings and ideas very effectively.
- Services are regularly held jointly or in the classes that promote pupils spiritual, moral and social development. Arrangements for worship meet the statutory requirements.
- PSE is integrated into the school’s daily life so that life values are daily reinforced very well.
- The school also very well promotes a sense of responsibility whilst pupils socialize, participate in their learning experiences and in extra-curricular activities.

Matters for attention as regards quality of Collective Worship

- Provide more opportunities for the minister to visit and hold services with the children.

Excellent		Good	√	Adequate		Unsatisfactory	
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Signed: **Esme Spencer** (Headteacher)

Date: 10/10/13

Religious education in secondary schools

Addysg grefyddol mewn ysgolion uwchradd



INVESTORS
IN PEOPLE | Gold



BUDDSODDWYR
MEWN POBL | Aur

Background Cefndir



- The report is a 'state of the nation' report on religious education (RE) at key stages 3 and 4 in secondary schools
- 20 secondary schools visited: senior leaders and RE coordinators interviewed; pupils interviews; lessons observed in key stages 3 and 4; schemes of work, department self-evaluations, department plans and pupils' books scrutinised.
- Relevant data for Wales and UK analysed.
- Mae'r adroddiad yn adroddiad 'cyflwr y genedl' am addysg grefyddol (AG) yng nghyfnodau allweddol 3 a 4 mewn ysgolion uwchradd
- Ymwelwyd ag 20 o ysgolion uwchradd: cyfwelwyd ag uwch arweinwyr a chydlynwyr AG; cyfweiliadau â disgyblion; arsylwyd gwersi yng nghyfnodau allweddol 3 a 4; craffwyd ar gynlluniau gwaith, hunanarfarniadau adrannau, cynlluniau adrannau a llyfrau disgyblion.
- Dadansoddwyd data perthnasol ar gyfer Cymru a'r DU.

Background Cefndir



- Every secondary school must by law provide religious education for all its pupils as a requirement of the basic curriculum at key stage 3 and key stage 4.
- This provision must follow the relevant local agreed syllabus for religious education.
- Church schools that provide 'denominational education' were not included in the sample of schools visited.
- The last Estyn report on RE was published in 2000 and focused on key stages 1 and 2.
- Mae'r gyfraith yn mynnu bod rhaid i bob ysgol uwchradd ddarparu addysg grefyddol ar gyfer pob un o'i disgyblion fel gofyniad o'r cwricwlwm sylfaenol yng nghyfnod allweddol 3 a chyfnod allweddol 4.
- Rhaid i'r ddarpariaeth hon ddilyn y maes llafur cytûn lleol perthnasol ar gyfer addysg grefyddol.
- Ni chynhwyswyd ysgolion eglwysig sy'n darparu 'addysg enwadol' yn y sampl o ysgolion yr ymwelwyd â nhw.
- Yn 2000 y cyhoeddwyd adroddiad diwethaf Estyn ar AG, ac roedd yn canolbwyntio ar gyfnodau allweddol 1 a 2.

Main findings

Prif ganfyddiadau



- GCSE courses in religious studies have gained in popularity over recent years. More pupils gain a qualification in religious education than in any other non-core subject in Wales.
- Attainment in the full GCSE course in religious studies has risen steadily over the last five years. The percentage of pupils attaining grades A* to C in religious studies is well above the average for other subjects.
- Attainment in Wales is broadly similar to that for the UK as a whole.
- Mae cyrsiau TGAU mewn astudiaethau crefyddol wedi dod yn fwy poblogaidd dros y blynyddoedd diwethaf. Mae mwy o ddisgyblion yn ennill cymhwyster mewn addysg grefyddol nag mewn unrhyw bwnc di-graidd arall yng Nghymru.
- Mae cyrhaeddiad yn y cwrs TGAU llawn mewn astudiaethau crefyddol wedi codi'n raddol dros y pum mlynedd diwethaf. Mae canran y disgyblion sy'n ennill graddau A* i C mewn astudiaethau crefyddol ymhell uwchlaw'r cyfartaledd ar gyfer pynciau eraill.
- Mae cyrhaeddiad yng Nghymru yn weddol debyg i gyrhaeddiad ar gyfer y DU gyfan.

Main findings

Prif ganfyddiadau



- Attainment in the short GCSE course in religious studies has fallen over the last five years, although it recovered slightly in 2012.
- In spite of this fall, the percentage of pupils attaining grades A* to C in Wales has remained consistently better than for the UK as a whole.
- A significantly higher percentage of girls attain grades A* to C than boys in both the full course and short GCSE courses in religious studies, and the gap is wider in Wales than for the UK as a whole.
- Mae cyrhaeddiad yn y cwrs TGAU byr mewn astudiaethau crefyddol wedi gostwng dros y pum mlynedd diwethaf, er iddo godi ychydig yn 2012.
- Er gwaetha'r gostyngiad hwn, mae canran y disgyblion sy'n ennill graddau A* i C yng Nghymru wedi aros yn gyson well na chanran y DU gyfan.
- Mae canran gryn dipyn yn uwch o ferched yn ennill graddau A* i C na bechgyn ar y cwrs llawn a'r cyrsiau TGAU byr mewn astudiaethau crefyddol, ac mae'r bwlch yn ehangach yng Nghymru nag ar gyfer y DU gyfan.

Main findings

Prif ganfyddiadau



- Teacher assessment of pupils' performance in religious education at the end of key stage 3 is not included in the Welsh Government core data sets that cover other National Curriculum subjects and not published nationally in any other way that would enable an analysis of standards at key stage 3 or progress between key stages.
- In the schools visited for this survey, lesson observations and pupils' work show that standards are good in a majority of schools at key stage 3.
- Nid yw asesiadau athrawon o berfformiad disgyblion mewn addysg grefyddol ar ddiwedd cyfnod allweddol 3 wedi'u cynnwys yn setiau data craidd Llywodraeth Cymru sy'n ymdrin â phynciau eraill y Cwricwlwm Cenedlaethol, ac nid ydynt wedi'u cyhoeddi'n genedlaethol mewn unrhyw ffordd arall a fyddai'n galluogi dadansoddi safonau yng nghyfnod allweddol 3 neu gynnydd rhwng cyfnodau allweddol.
- Yn yr ysgolion yr ymwelwyd â nhw ar gyfer yr arolwg hwn, mae arsylwadau o wersi a gwaith disgyblion yn dangos bod safonau yn dda mewn mwyafrif o ysgolion yng nghyfnod allweddol 3.

Main findings

Prif ganfyddiadau



- Most pupils following the full GCSE course in religious studies at key stage 4 make good progress and a slightly lower proportion of pupils studying the short course also make good progress.
- Where pupils are not following an examination course at key stage 4, standards in lessons are rarely better than adequate. In these lessons, a minority of pupils misbehave. This suggests that they do not value the lessons and this may be because they do not lead to a qualification.
- Mae'r rhan fwyaf o'r disgyblion sy'n dilyn y cwrs TGAU llawn mewn astudiaethau crefyddol yng nghyfnod allweddol 4 yn gwneud cynnydd da, ac mae cyfran ychydig yn is o ddisgyblion sy'n astudio'r cwrs byr yn gwneud cynnydd da hefyd.
- Lle nad yw disgyblion yn dilyn cwrs arholiad yng nghyfnod allweddol 4, anaml y mae safonau mewn gwersi yn well na digonol. Yn y gwersi hyn, mae lleiafrif o ddisgyblion yn camymddwyn. Mae hyn yn awgrymu nad ydynt yn gwerthfawrogi'r gwersi, a gallai hyn fod am nad ydynt yn arwain at gymhwyster.

Main findings

Prif ganfyddiadau



- Almost all pupils in the lessons observed showed respect for the opinions and beliefs of others. Many pupils value what they learn in religious education and understand how it contributes to their personal and social development.
- Pupils enjoy considering their own views, and discussing them with peers. They are prepared to talk about a variety of issues relating to religion and ethics and take part in lessons enthusiastically.
- Roedd bron pob un o'r disgyblion yn y gwersi a arsylwyd yn dangos parch at farnau a chredoau pobl eraill. Mae llawer o ddisgyblion yn gwerthfawrogi'r hyn maent yn ei ddysgu mewn addysg grefyddol, ac yn deall sut mae'n cyfrannu at eu datblygiad personol a chymdeithasol.
- Mae disgyblion yn mwynhau ystyried eu barnau eu hunain, a'u trafod gyda'u cyfoedion. Maent yn barod i siarad am amrywiaeth o faterion yn ymwneud â chrefydd a moeseg, ac yn cymryd rhan yn frwdfrydig mewn gwersi.

Main findings

Prif ganfyddiadau



- Teaching was good or better in just over two-thirds of the lessons observed for this survey. These findings suggest that teaching in religious education is better than average for teaching across all subjects in secondary schools inspected since 2010.
- Many secondary schools use non-specialist teachers to teach religious education. Non-specialist teachers do not have a negative impact on standards in the majority of schools.
- Roedd yr addysgu yn dda neu'n well mewn ychydig dros ddwy ran o dair o'r gwersi a arsylwyd ar gyfer yr arolwg hwn. Mae'r canfyddiadau hyn yn awgrymu bod yr addysgu mewn addysg grefyddol yn well na'r cyfartaledd ar gyfer addysgu ar draws yr holl bynciau mewn ysgolion uwchradd a arolygwyd er 2010.
- Mae llawer o ysgolion uwchradd yn defnyddio athrawon anarbenigol i addysgu addysg grefyddol. Nid yw athrawon anarbenigol yn cael effaith negyddol ar safonau yn y mwyafrif o ysgolion.

Main findings

Prif ganfyddiadau



- In the majority of schools, teachers provide pupils with useful feedback, both oral and written, that enables them to understand their progress and how to improve their work.
- Teachers generally have a very good understanding of GCSE requirements, but few have an accurate understanding of the levels of pupil performance at key stage 3 set out in the national exemplar framework.
- Yn y mwyafrif o ysgolion, mae athrawon yn rhoi adborth defnyddiol i ddisgyblion, ar lafar ac yn ysgrifenedig, sy'n eu galluogi i ddeall eu cynnydd a sut i wella eu gwaith.
- Yn gyffredinol, mae dealltwriaeth dda iawn gan athrawon o ofynion TGAU, ond ychydig sydd â dealltwriaeth gywir o lefelau perfformiad disgyblion yng nghyfnod allweddol 3 a amlinellir yn y fframwaith enghreifftiol cenedlaethol.

Main findings

Prif ganfyddiadau



- The local agreed syllabuses across Wales are very similar, being based on the national exemplar framework. Almost all schools meet the requirements of their local agreed syllabus. However, a very few schools do not meet the requirements at key stage 4 either because they do not give enough time to cover the syllabus or because, occasionally, lessons are used predominantly to help pupils gain a non-subject qualification such as an Essential Skills Wales qualification.
- Mae'r meysydd llafur a gytunir yn lleol ar hyd a lled Cymru yn debyg iawn, gan eu bod yn seiliedig ar y fframwaith enghreifftiol cenedlaethol. Mae bron pob un o'r ysgolion yn bodloni gofynion eu maes llafur cytûn lleol. Fodd bynnag, nid yw ychydig iawn o ysgolion yn bodloni'r gofynion yng nghyfnod allweddol 4 naill ai am nad ydynt yn rhoi digon o amser i ymdrin â'r maes llafur, neu oherwydd weithiau mae gwersi'n cael eu defnyddio'n bennaf i helpu disgyblion ennill cymhwyster heb fod yn gymhwyster pwnc, fel cymhwyster Medrau Hanfodol Cymru.

Main findings

Prif ganfyddiadau



- In the majority of schools, effective subject leaders set high expectations within the department, monitor other religious education teachers closely, provide appropriate support and challenge, and delegate aspects of leadership and management.
- Self-evaluation is good or better in only a minority of religious education departments. Only a minority of departments analyse internal examination data thoroughly in order to plan for improvement.
- Yn y mwyafrif o ysgolion, mae arweinwyr pwnc effeithiol yn gosod disgwyliadau uchel o fewn yr adran, yn monitro athrawon addysg grefyddol eraill yn fanwl, yn cynnig cymorth a her briodol, ac yn dirprwyo agweddau ar arweinyddiaeth a rheolaeth.
- Dim ond mewn lleiafrif o adrannau addysg grefyddol y mae hunanarfarnu yn dda neu'n well. Dim ond lleiafrif o adrannau sy'n dadansoddi data arholiadau mewnol yn drylwyr er mwyn cynllunio ar gyfer gwella.

Main findings

Prif ganfyddiadau



- The lack of opportunities for professional development and learning networks means that good practice is not shared enough and challenges, such as raising boys' attainment, the accuracy of assessing levels of performance at key stage 3, planning for the development of skills and improving self-evaluation, are not addressed effectively.
- Mae diffyg cyfleoedd ar gyfer datblygiad proffesiynol a rhwydweithiau dysgu yn golygu nad yw arfer dda yn cael ei rhannu digon, ac nid eir i'r afael yn effeithiol â heriau, fel codi cyrhaeddiad bechgyn, cywirdeb asesu lefelau perfformiad yng nghyfnod allweddol 3, cynllunio ar gyfer datblygu medrau a gwella hunanarfarnu.

Recommendations

Argymhellion



Schools should:

- develop strategies to raise the attainment of boys at key stage 4;
- improve standards at key stage 4 for pupils who are not entered for a qualification and consider giving all pupils the opportunity to gain an appropriate qualification;
- improve the accuracy of teacher assessment of pupils' levels at key stage 3;
- ensure that tasks are challenging enough to enable more able pupils to reach higher levels at key stage 3;

Dylai ysgolion:

- ddatblygu strategaethau i godi cyrhaeddiad bechgyn yng nghyfnod allweddol 4;
- gwella safonau yng nghyfnod allweddol 4 ar gyfer disgyblion nad ydynt wedi'u cofrestru ar gyfer cymhwyster, ac ystyried rhoi'r cyfle i bob disgybl ennill cymhwyster priodol;
- gwella cywirdeb asesiadau athrawon o lefelau disgyblion yng nghyfnod allweddol 3;
- sicrhau bod tasgau yn ddigon heriol i alluogi disgyblion mwy galluog i gyrraedd lefelau uwch yng nghyfnod allweddol 3;

Recommendations

Argymhellion



Schools should:

- ensure that the curriculum, staffing and timetabling arrangements enable all pupils to make good progress through key stages 3 and 4; and
- strengthen self-evaluation and use data in religious education departments to identify where and what to improve.

Dylai ysgolion:

- sicrhau bod y cwricwlwm, staffio a threfniadau amserlennu yn galluogi pob disgybl i wneud cynnydd da trwy gyfnodau allweddol 3 a 4; a
- chryfhau hunanarfarnu a'r defnydd o ddata mewn adrannau addysg grefyddol er mwyn nodi ble i wella a beth i'w wella.

Recommendations

Argymhellion



The Welsh Government should:

- collect, analyse and publish attainment data for religious education and religious studies in the same way as for non-core subjects; and
- work with local authorities and SACREs to improve the opportunities for professional development and support learning networks for teachers of religious education.

Dylai Llywodraeth Cymru:

- gasglu, dadansoddi a chyhoeddi data cyrhaeddiad ar gyfer addysg grefyddol ac astudiaethau crefyddol yn yr un ffordd ag ar gyfer pynciau di-graidd; a
- gweithio gydag awdurdodau lleol a CYSAG i wella'r cyfleoedd ar gyfer datblygiad proffesiynol a chefnogi rhwydweithiau dysgu ar gyfer athrawon addysg grefyddol.

Best practice

Arfer orau



The report includes the following examples of best practice:

- Using collaborative group work effectively to strengthen learning;
- Support for non-specialist teachers; and
- Collaborative approach to religious studies at key stage 4

Mae'r adroddiad yn cynnwys yr enghreifftiau canlynol o arfer orau:

- Defnyddio gwaith grŵp cydweithredol yn effeithiol i gryfhau'r dysgu;
- Cymorth ar gyfer athrawon anarbenigol; ac
- Ymagwedd gydweithredol at astudiaethau crefyddol yng nghyfnod allweddol 4

6 questions for providers

6 cwestiwn i ddarparwyr



- What strategies are we using to raise boys' standards at key stage 4?
- How can we improve standards for pupils at key stage 4 who are not entered for a qualification? Should we make greater use of religious studies qualifications with all pupils at key stage 4?
- How accurate is our assessment of pupils' levels at key stage 3?
- Do we challenge our more able pupils enough at key stage 3?
- Pa strategaethau ydyn ni'n eu defnyddio i godi safonau bechgyn yng nghyfnod allweddol 4?
- Sut gallwn ni wella safonau ar gyfer disgyblion yng nghyfnod allweddol 4 nad ydynt wedi'u cofrestru ar gyfer cymhwyster? A ddylem ni wneud mwy o ddefnydd o gymwysterau astudiaethau crefyddol gyda phob disgybl yng nghyfnod allweddol 4?
- Pa mor gywir yw ein hasesiadau o lefelau disgyblion yng nghyfnod allweddol 3?
- A ydyn ni'n herio ein disgyblion mwy galluog yn ddigonol yng nghyfnod allweddol 3?

6 questions for providers

6 cwestiwn i ddarparwyr



- Do our curriculum, staffing and timetabling arrangements enable all pupils to make good progress through key stages 3 and 4?
- How can we strengthen our self-evaluation and use data more effectively to support this?
- A yw ein cwricwlwm, staffio a threfniadau amserlennu yn galluogi pob disgybl i wneud cynnydd da trwy gyfnodau allweddol 3 a 4?
- Sut gallwn ni gryfhau ein hunanarfarnu a defnyddio data yn fwy effeithiol i gefnogi hyn?

Web-link to full report:

[English](#)

Gwe-ddolen at yr adroddiad llawn:

[Cymraeg](#)

Cwestiynau...

Questions...

How can SACRE members support the process of monitoring standards of collective worship and Religious Education?

The advisory branch of CYNNAL came to an end on 31st o March. Gwynedd Education Department has expressed an interest in commissioning GwE (NW Regional School Effectiveness Service) to support Gwynedd SACRE but the details of the nature of the support have not been finalised.

The ex-Humanities adviser attended Gwynedd SACRE on 13 June 2013 to give a presentation on analysing schools' self evaluation reports on the standard of religious education and collective worship. A questionnaire was distributed to gauge members' knowledge and understanding of Religious Education and collective worship.

X members were present at the meeting and 10 members responded to the questionnaire.

	x	✓
Rwy'n deall gofynion statudol addoli ar y cyd mewn ysgolion <i>I understand the statutory requirements for collective worship in schools.</i>	20%	80%
Rwy'n deall gofynion statudol y Maes Llafur Cytûn ar gyfer Addysg Grefyddol. <i>I understand the statutory requirements of the Agreed Syllabus for Religious Education</i>	40%	60%

Yn dilyn sesiynau hyfforddi penodol, a fydddech yn hapus i:

Following specific training sessions, would you be happy to:

	Byddwn Yes	Na fyddwn No
Ymweld â sesiwn/sesiynau addoli ar y cyd mewn sampl o ysgolion pob tymor? <i>Attend a collective worship session/sessions in a sample of schools each term?</i>	50%	50%
Ddarllen a pharatoi dadansoddiad sampl o arfarniadau ysgol <i>Read and prepare an analysis of a sample of school self evaluation reports</i>	50%	50%
Ymweld ag ysgol er mwyn trafod hunan arfarniad ar yr ysgol ar addysg grefyddol gyda'r cydlynnydd addysg grefyddol neu bennaeth adran. <i>Visit a school in order to discuss the school's self evaluation of religious education with the RE co-ordinator or head of department.</i>	30%	70%

Many Gwynedd SACRE members feel confident about their understanding of the statutory requirements regarding collective worship in school. Half the members are prepared to attend collective worship session(s) in school every term. Four members submitted their names.

A majority of SACRE members feel confident about their understanding of the statutory requirements of the Agreed Syllabus. Half the members are prepared to read and prepare an analysis of a sample of school self evaluation reports and two members submitted their names. A minority of members are prepared to visit a school in order to discuss a school's self evaluation with the RE co-ordinator, head of department or head teacher. Two members submitted their names.

Possible recommendations to be discussed at the next meeting (Autumn 2013)

Provide training on the statutory requirements of collective worship

Provide training on the statutory requirements of the Agreed Syllabus

Hold one SACRE meeting every year at a secondary school in order to attend a collective worship session and spend time with RE teachers and KS3, KS4 and KS5 pupils.

Hold one SACRE meeting every year at a primary school in order to attend a collective worship session and spend time with the RE co-ordinator and Foundation Phase and KS2 pupils.

Arrange that every SACRE member visit x schools each term

Invite a primary and secondary teacher to make a 10 minute presentation at each meeting.

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**Cyfarfod Cymdeithas CYSAGau Cymru, Gwynedd
(Siambwr Dafydd Orwig, Caernarfon), 19 Mehefin 2013
(10.30am – 3pm)**

***Wales Association of SACREs meeting, Gwynedd (Dafydd
Orwig Chamber, Caernarfon), 19 June 2013 (10.30am –
3pm)***

<p>Ynys Môn / Anglesey Bethan James</p> <p>Blaenau Gwent Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans Carys Pritchard</p> <p>Caerffili/ Caerphilly</p> <p>Caerdydd / Cardiff Carys Pritchard</p> <p>Sir Gaerfyrddin / Carmarthenshire Aled Jones Mary Parry</p> <p>Ceredigion Cyng. Lyndon Lloyd</p> <p>Conwy Phil Lord N.C. Richter</p>	<p>Sir Ddinbych / Denbighshire Phil Lord Martin Evans-Jones</p> <p>Sir y Fflint / Flintshire Phil Lord</p> <p>Gwynedd Bethan James Deian Evans WMMeredeth Ken Robinson</p> <p>Merthyr Tudful / Merthyr Tydfil Cllr Ernie Galsworth Carys Pritchard</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot</p> <p>Casnewydd / Newport</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys John Mitson</p>	<p>Rhondda Cynon Taf Carys Pritchard</p> <p>Abertawe / Swansea</p> <p>Torfaen Helen Bevan</p> <p>Bro Morgannwg / Vale of Glamorgan Carys Pritchard</p> <p>Wrecsam / Wrexham Libby Jones Tania ap Siôn</p> <p>Sylwedyddion / Observers Ben Wigley REMW</p>
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Cofnodion

1. Cyflwyniad a chroeso /

Introduction and welcome. Croesawodd y Cadeirydd, Edward Evans, yr aelodau i'r cyfarfod, a chroesawodd hefyd Mr Selwyn Griffiths, cyn-Gadeirydd Cyngor Gwynedd a Chadeirydd cyfredol CYSAG Gwynedd.

Diolchodd Mr Selwyn Griffiths i'r Cadeirydd, a chroesawodd yr aelodau i Wynedd, a ddisgrifiwyd ganddo fel un o ardaloedd harddaf Cymru. Pwysleisiodd Mr Griffiths ymrwymiad Cyngor Gwynedd i gynnal ei holl fusnes drwy gyfrwng y Gymraeg.

Cydnabu hefyd y diwylliannau gwahanol niferus a fodolai o gwmpas yr ardal. Yn gyn-athro a bellach yn gynghorydd, diolchodd Mr Griffiths i Bethan James am ei gwaith caled a'i hymroddiad i GYSAG Gwynedd fel un o ymgynghorwyr yr Awdurdod Lleol, a dymunodd yn dda iddi yn ei rôl newydd fel Arweinydd Systemau GwE.

Anerchwyd yr aelodau gan Gyfarwyddwr Addysg Gwynedd, Mr Dewi R Jones, a ategodd groeso'r Cynghorydd Griffiths. Siaradodd Mr Jones am y newid mewn agweddau tuag at Addysg Grefyddol, gan gyfeirio at y cyfnod pan gâi AG ei disgrifio'n aml fel un o'r 'pynciau Sinderela' oedd yn gorfod ymladd am eu lle ymhlith meysydd Mathemateg, gwyddoniaeth ac ieithoedd, er enghraifft. Llongyfarchodd athrawon, CYSAG'au a ChCYSAGauC am eu gwaith caled, eu gweledigaeth a'u hymrwymiad i'r pwnc, gan ychwanegu bod y disgrifiad hwn bellach wedi diflannu oherwydd eu gallu i ysbrydoli plant, a'u cefnogaeth i AG.

Cyfeiriodd Mr Jones at ddau gyhoeddiad yn ei anerchiad. Yr oedd y cyntaf gan y Dr Barry Morgan o Brifysgol Bangor (2013), "Thinking about how we will develop RE in the future", a'r ail oedd adroddiad Robert Hill

Minutes

1. Cyflwyniad a chroeso /

Introduction and welcome. Chair Edward Evans welcomed members to the meeting and welcomed Mr Selwyn Griffiths, past chair of Gwynedd County Council and current Chair of Gwynedd SACRE.

Mr Selwyn Griffiths thanked the Chair and welcomed members to Gwynedd, which he described as one of the most beautiful area of Wales. Mr Griffiths emphasised the commitment of Gwynedd County Council to conducting all business through the medium of Welsh. He also acknowledged the many different cultures around the area. A former teacher and now a councillor, Mr Griffiths thanked Bethan James for her hard work and commitment to Gwynedd SACRE as a Local Authority advisor and wished her well in her new role as a Systems Leader for GwE. Director of Education for Gwynedd, Mr Dewi R Jones addressed members, reiterating the welcome of Councillor Griffiths. Mr Jones spoke of the change in attitudes to Religious Education referring back to when RE was often described as one of the 'Cinderella subjects', which had to fight for her place within the fields of Maths, science and languages, for example. He congratulated teachers, SACREs and WASACRE for their hard work, vision and commitment to the subject, adding that due to their enthusiasm, their ability to inspire children and their support for RE, this description has now disappeared.

Mr Jones referred to two publications in his address. The first was by Dr Barry Morgan of Bangor University (2013) "Thinking about how we will develop RE in the future" and the second was the Robert Hill report

a gyhoeddwyd gan Lywodraeth Cymru (18 Mehefin 2013). Yn gryno, dywedodd Mr Jones fod AG yn llawer mwy na gwybodaeth yn unig, a phwysleisiodd bwysigrwydd Addysg Grefyddol a'r cyfoeth o brofiadau y gallai disgyblion eu cael yn yr ysgol, naill ai yn yr ystafell ddosbarth neu yn yr ysgol gyfan — er enghraifft, cael amser i adfyfrio a meddwl ac i ystyried safbwyntiau pobl eraill. Dywedodd Mr Jones ein bod yn caniatáu i ddisgyblion wneud hyn drwy Addysg Grefyddol ac addoli ar y cyd. Aeth yn ei flaen i ddweud bod athrawon AG yn greadigol yn eu cynllunio, ac y dylent barhau felly, a bod y modd yr oeddynt yn ysbrydoli plant yn rhan greiddiol o'r cynllunio hwnnw. Gan ddyfynnu o adroddiad Hill, meddai Mr Jones: “Y tu cefn i'r holl newidiadau, y pethau pwysicaf yw'r dysgu a'r profiadau, a safon yr addysgu. Rwy'n meddwl bod yr hyn sy'n digwydd yn yr ystafell ddosbarth yn para am byth, a bod yn rhaid ei wneud yn iawn os yw am gael unrhyw ddylanwad ar safonau.”

Clôdd Mr Jones ei anerchiad drwy ddiolch i GCYSAGauC, ac anogodd barhad ymrwymiad y Gymdeithas i Addysg Grefyddol ac Addoli ar y Cyd yng Nghymru. Wedi hynny, cafwyd cyflwyniad gan rai o ddisgyblion blwyddyn 8 Ysgol Syr Hugh Owen, Caernarfon. Rhannodd y disgyblion yr hyn y buont yn ei wneud mewn gwersi AG yn ystod y tymor hwnnw. Cychwynnwyd drwy egluro'r pwnc, sef ‘Cwestiynau sylfaenol ynghylch Islam’. I ddechrau yr oedd y disgyblion wedi gweithio ar amrywiaeth o dasgau ynglŷn â Phum Piler Islam, gan gynnwys pererindod Fwslimaidd a Ramadan. Yr oeddynt wedi gweithio mewn grwpiau yn y dosbarth i greu gwahanol ddulliau o ddysgu am Ramadan, a rhoddasant arddangosiad o rai o'r rhain, gan gynnwys gêm cydgysylltu geiriau a rap yr oeddynt

published by Welsh Government (18 June 2013). In summary, Mr Jones said that RE is much more than just information and emphasised the importance of Religious Education and the wealth of experiences pupils can have in a school, either in the classroom or the whole school, for example, pupils having time to reflect and think and consider other people’s viewpoints. Mr Jones said that through Religious Education and collective worship we are allowing pupils to do this. He went on to say that teachers of RE are, and should continue to be, creative in their planning, and the way that they inspire children is a core part of that planning. Quoting from the Hill report, Mr Jones said, “behind all the changes the most important thing is the learning and experiences and the standard of the teaching. I think what happens in the classroom lasts forever and has to be done properly to have any influence on standards.”

Mr Jones ended his address by thanking WASACRE and urged the continuation of the Association’s commitment to Religious Education and Collective Worship in Wales. Members were then given a presentation by year 8 pupils from Ysgol Syr Hugh Owen, Caernarfon. The pupils shared what they had been doing in RE that term. They began by explaining the topic, which was ‘Fundamental questions about Islam’. Initially pupils had worked on a variety of tasks about the Five Pillars of Islam, including Muslim pilgrimage and Ramadan. They had worked in groups in class to create different ways of learning about Ramadan and gave a demonstration of some of these, which included a word association game and a rap that they performed. Pupils also linked their unit of work to the skills they had

wedi ei berfformio. Yn ogystal, cysylltodd y disgyblion eu huned gwaith â'r sgiliau yr oeddynt wedi eu datblygu wrth ddysgu. Diolchodd y Cadeirydd, Edward Evans, i'r disgyblion, gan gysylltu eu gwaith â'r sefyllfa gyfredol yng Ngwledydd Prydain.

2. Adfyfrio tawel / Quiet reflection.

Rhannodd y Cadeirydd ddetholiad allan o'i hoff lyfr, 'The Wind in the Willows', a gofynnodd i'r aelodau ystyried eu hymatebion eu hunain i'r myfyrdod.

3. Ymddiheuriadau / Apologies:

Meinir Loader, Helen Gibbon, Leslie Francis, Brian Rogers, Dafydd Treharne, Rameez Delpak, Gavin Craigen, Rheinallt Thomas, Vicky Thomas, y Cyngorydd Christine Abbas, Sue Cave, Huw George a Michael Gray.

4. Cofnodion y cyfarfod a gynhaliwyd yng Nghasnewydd, 22 Mawrth 2013 / Minutes of meeting held in Newport, 22 March 2013. Derbyniwyd cofnodion y cyfarfod fel rhai cywir.

5. Cyflwyniad PYCAG: Phil Lord, 'Y Marc Safon AG' / NAPfRE presentation: Phil Lord, 'REQM'

Rhoddodd Phil Lord y newyddion diweddaraf i'r aelodau am ddatblygiad y Marc Safon AG ar gyfer cyd-destun penodol Gymreig. Gan ddefnyddio cyflwyniad PowerPoint, crynhodd themâu'r Marc Safon AG. Pwysleisiodd fod Cyngor AG Cymru a Lloegr, Ymddiriedolaeth Culham a Sant Gabriel, a'r Gymdeithas Genedlaethol, i gyd yn gefnogol i ddatblygiad y Marc Safon. Teimlai PL ei bod yn bwysig bod y Marc Safon AG ar gael hefyd i ysgolion yng

developed during their learning.

Chair Edward Evans thanked the pupils and linked their work with the current situation in Britain.

2. Adfyfrio tawel / Quiet reflection.

The Chair shared an excerpt from his favourite book 'Wind in the Willows' and asked members to consider their own responses to the reflection.

3. Ymddiheuriadau / Apologies:

Meinir Loader and Helen Gibbon. Leslie Francis, Brian Rogers and Dafydd Treharne and Rameez Delpack, Gavin Craigen, Rheinallt Thomas, Vicky Thomas, Cllr Arwel Roberts, Christine Abbas, Sue Cave, Huw Edwards, Huw George, Jenny Garrard, Michael Gray.

4. Cofnodion y cyfarfod a gynhaliwyd yng Nghasnewydd, 22 Mawrth 2013 / Minutes of meeting held in Newport, 22 March 2013 The minutes were accepted as a true record of the meeting.

5. Cyflwyniad NAPfRE: NAPfRE presentation: Phil Lord REQM

Phil Lord updated members on the development of the RE Quality Mark for a specifically Welsh context. Using a PowerPoint presentation, he summarised the themes of the RE Quality Mark. He emphasised that the RE Council for England and Wales, the Culham and St Gabriel's Trust, and the National Society are all supportive in the development of the Quality Mark. PL felt that it was important that the RE Quality Mark should also be available to

Nghymru, ac yr oedd wedi bod yn gweithio gyda Mary Myatt i'w osod mewn cyd-destun a diwyg Cymreig. Yr oedd cynllun peilot wedi ei gynnal, gyda phedair ysgol yn cymryd rhan. Yr oedd y Marc Safon AG wedi ei sefydlu er mwyn: 1. Codi proffil AG mewn ysgolion. 2. Dathlu ymrwymiad i ragoriaeth mewn AG. 3. Hwyluso lledaeniad ar gyfer mesur, cynllunio a datblygu ansawdd addysgu a dysgu ym maes AG. 4. Symbylu ysgolion i gynyddu amrywiaeth ac ansawdd addysgu a dysgu mewn AG er mwyn gwella safonau. 5. Darparu strwythur a fframwaith a fyddai'n galluogi esgobaethau a ChYSAG'au i fapio AG o ansawdd uchel.

Crynhodd PL y prif negeseuon mewn perthynas â'r Marc Safon AG:

- Yr oedd yn fan cychwyn da ar gyfer ysgolion ac adrannau AG, a allai ei ddefnyddio fel arf datblygiad proffesiynol ar eu cyfer hwy eu hunain neu ar gyfer adrannau eraill yn yr ysgol.
- Yr oedd yn gymorth i ganfod ysgolion da a rhannu arfer da ar draws ysgolion.

Yr oedd PL wedi gweithio gyda Tania ap Siôn a Phwyllgor Gwaith CCYSAGauC ar ddiwygio'r meini prawf Seisnig ar gyfer y Marc Safon AG mewn cyd-destun Cymreig. Yr oedd athrawon o'r ysgolion a oedd wedi peilotio'r Marc Safon AG wedi darparu adborth manwl a chadarnhaol hefyd i aelodau mewn perthynas â'u profiadau.

Gofynnodd PL i aelodau CCYSAGauC a fuasent yn ystyried darparu cymorth ariannol gan y Gymdeithas ar gyfer cyfieithu dogfennau (oddeutu £500.00) a rhoi cyhoeddusrwydd i'r Marc Safon drwy'r 22 CYSAG. Gwnaeth y Cadeirydd sylw ar bwysigrwydd cyfieithu'r dogfennau, a

schools in Wales and has been working with Mary Myatt to place it within a Welsh context and format. There has been a pilot in which four schools took part. REQM has been set up to: 1. Raise the profile of RE in schools. 2. Celebrate a commitment to excellence in RE. 3. Enable dissemination for measuring, planning and developing the quality of RE teaching and learning. 4. Encourage schools to increase the range and quality of teaching and learning in RE to improve standards. 5. Provide a structure and framework for dioceses and SACREs to map high quality RE.

PL summarised the main messages in relation to the REQM:

- It is a good starting point for schools and RE departments, which can use it a tool for professional development for themselves or other departments in school.
- It helps to identify good schools and the sharing of good practice across schools.

PL had worked with Tania ap Sion and the WASACRE Executive in amending the English criteria for the REQM for a Welsh context. Teachers from the schools that had piloted the REQM also provided members with detailed and positive feedback in relation to their experiences.

PL asked WASACRE members if they would consider the Association funding the translation of documents (approx. £500.00) and publicising the quality mark through the 22 SACREs. The Chair commented on the importance of the translation of the documents and Treasurer John Mitson

chadarnhaodd y Trysorydd, John Mitson, fod CCYSAGauC mewn sefyllfa i ariannu hyn. Cytunodd yr aelodau y dylid darparu cyllid ar gyfer cyfieithu. Dywedodd PL y byddai'n gwneud cyflwyniad i gynhadledd AREAIC ar 1 Gorffennaf 2013, ac y byddai Mary Myatt yn darparu hyfforddiant ar 7 Hydref 2013 ar gyfer Aseswyr yng Nghymru. Yr oedd yn bwysig cael aseswyr hyfforddedig yng Nghymru a oedd yn gyfarwydd â'r cyddestun Cymreig, a hefyd cael aseswyr cyfrwng Cymraeg.

Cafodd y Cadeirydd gadarnhad gan PL fod y Marc Safon wedi ei beilotio yng Ngogledd Cymru, ac mai cost gwneud cais am asesiad y Marc Safon AG fyddai £450.00 yr ysgol. Cadarnhaodd PL yn ogystal fod y dyfarniad yn parhau am 3 blynedd, ac y byddai ar ysgolion angen ailymgeisio wedi'r cyfnod hwnnw; y gobaith oedd y byddent yn ceisio am ddyfarniad uwch.

Diolchodd Carys Pritchard (Arweinydd Systemau Consortiwm Canol De Cymru) i PL a'r ysgolion am rannu eu profiadau. Yr oedd yn amlwg bod yr ysgolion wedi cael budd o hyn, ac nas gwelid yn faich ychwanegol. Dywedodd CP ei bod yn bwysig pwysleisio y byddai ysgolion yn gwerthfawrogi cymorth gyda hunanarfarnu, ac y croesewid dogfennau cyfrwng Cymraeg. Tynnodd CP sylw'n ogystal at yr angen i'r Marc Safon Cymreig gael ei labelu'n glir ar y wefan ar gyfer ysgolion Cymreig. Holodd Gill Vaisey ynghylch ysgolion na allai fforddio talu am y broses, ac mewn ymateb cadarnhaodd PL y byddai'r holl ddogfennau ar gael am ddim ar wefan y Marc Safon AG, er mwyn i ysgolion eu hasesu eu hunain heb orfod mynd drwy'r broses yn ffurfiol gydag asesydd. Fodd bynnag, os oeddynt yn dymuno i'r marc safon gael ei ddyfarnu

confirmed that WASACRE was in a position to fund this. Members agreed that funding for translation should be provided. PL said that he would be presenting to the AREAC conference on 1 July 2013 and Mary Myatt will be delivering training on 7 October 2013 for Assessors in Wales. It is important to have trained assessors in Wales who are familiar with the Welsh context and also to have Welsh-medium assessors.

The Chair confirmed with PL that it had been piloted in North Wales and the cost for applying for the REQM assessment would be £450.00 per school. PL also confirmed that the award lasts for 3 years and schools would need to re-apply after that period, hopefully for a higher award.

Carys Pritchard (Systems Leader for South Central Consortia) thanked PL and the schools for sharing their experiences. It was clear that the schools had benefited from this and that it was not perceived as an extra burden. She said that it was important to emphasise that schools would appreciate the benefit of help with Self Evaluation and Welsh-medium documents would be welcomed. CP also pointed out the need for the Welsh quality mark to be clearly labelled on the website for Welsh schools. Gill Vaisey asked about schools who could not afford to pay for the process, and in response PL confirmed that all the documents would be free on the REQM website for schools to assess themselves without having to pay to go through the process formally with an assessor. However, if they did want to be awarded the quality mark, payment would be

iddynt, byddai angen tâl.

Awgrymodd aelod o Geredigion y gallai CYSAG'au lleol dynnu sylw'r ysgolion at y Marc Safon AG a'i hyrwyddo. Y ddolen a oedd i'w rhannu ag ysgolion unigol oedd www.reqm.org. Awgrymodd Bethan James y gallai hwn fod yn fformat da i GYSAG'au ei ddefnyddio eu hunain wrth fonitro AG, ac efallai y dylai CYSAG'au drafod hyn yn eu cyfarfodydd lleol. Diolchodd y Cadeirydd i Phil Lord a'r athrawon a fu'n gysylltiedig â'r Peilot am eu cyflwyniad a'u gwaith caled.

6. Gohebiaeth /Correspondence.

Darllenodd Libby Jones ymateb Leighton Andrews yn glŷn â'r Adolygiad cyfredol o'r Cwricwlwm yng Nghymru. Byddai'r ymgynghoriad yn glŷn â'r Adolygiad yn cychwyn rywbryd ym Medi 2013, a chytunwyd y byddai Pwyllgor Gwaith CCYSAGauC yn ymateb i'r ymgynghoriad ar ran CCYSAGauC oherwydd y cyfyngiadau ar amser a oedd yn deillio o symud dyddiad y prif gyfarfod nesaf i'r un diwrnod â'r gynhadledd.

7. Diweddariadau/Updates:

Adolygiad Thematig Estyn / Estyn Thematic Review.

Darparodd Mary Parry'r wybodaeth ddiweddaraf. Cawsai'r adroddiad ei gyhoeddi'r diwrnod blaenorol (18.6.13), ac yr oedd ar gael ar wefan Estyn. Yr oedd tri Arolygydd wedi edrych ar Addysg Grefyddol statudol yng Nghyfnodau Allweddol 3 a 4 mewn 22 o ysgolion ar draws Cymru. Yr oedd hyn wedi cynnwys treulio un diwrnod ym mhob ysgol. Arsylwyd un wers yn CA3 (blwyddyn 9) ac un wers yn CA4 (blwyddyn 10). Edrychodd yr Arolygwyr ar ddogfennaeth, cynlluniau gwaith, a

needed.

A Ceredigion member suggested that local SACREs could draw the schools' attention to the REQM and promote it. The link to be shared with individual schools is www.reqm.org. Bethan James suggested that this could be a good format for SACREs to use themselves when monitoring RE and perhaps SACREs should be discussing this at their local meetings. The Chair thanked Phil Lord and the teachers involved in the Pilot for their presentation and hard work.

6. Gohebiaeth /Correspondence.

Libby Jones read out the response from Leighton Andrews regarding the current Curriculum Review in Wales. The consultation for the Review will be out some time in September 2013 and it was agreed that the WASACRE Executive Committee will respond to the consultation on behalf of WASACRE due to the time constraints of the next main meeting being moved to the same day as the conference.

7. Diweddariadau/Up-dates:

Adolygiad Thematig Estyn/ Estyn Thematic Review.

An update was provided by Mary Parry. The report was published on the previous day (18.6.13) and is available on the Estyn website. Three inspectors looked at statutory Religious Education in key stages 3 and 4 in 22 schools across Wales. This consisted of one day in each school. One lesson in KS3 (year 9) and one lesson in KS4 (year 10) were observed. Inspectors looked at documentation, schemes of work, planning, and talked to Heads of Department and 10 pupils from KS3 and 10 pupils from KS4

chynllunio, a siarad â Phenaethiaid Adran, 10 disgybl o CA3 a 10 disgybl o CA4, gyda holiadur. Un o'r prif benawdau yn yr adroddiad hwn oedd bod AG yn fwy poblogaidd nag unrhyw bwnc arall nad oedd yn bwnc craidd. Yr oedd hyn yn galonogol, and yn amlygu agwedd gadarnhaol y disgyblion at Addysg Grefyddol. Un o'r prif negeseuon oedd bod disgyblion yn gweld gwerth y pwnc yn eu bywydau, ac yn teimlo y byddai AG yn eu helpu. Byddai Mark Champion yn siarad yn fanylach am yr adroddiad yn y gynhadledd.

Yr oedd chwech o argymhellion ar gyfer ysgolion a dau ar gyfer Llywodraeth Cymru. Ar gyfer ysgolion, yr oeddynt yn ymwneud â:

- Chyflawniad bechgyn
- Cynnig cymhwyster drwy arholiad ar gyfer AG graidd er mwyn codi safonau
- Aseu athrawon yn CA3
- Tasgau mwy heriol ar gyfer disgyblion, er mwyn cyrraedd lefelau uwch
- Trefniadau cwricwlwm, staffio ac amserlennu i alluogi disgyblion i symud ymlaen o CA3 i CA4
- Cryfhau Hunanarfarnu

Ar gyfer Llywodraeth Cymru, yr oeddynt yn ymwneud â:

- Cyfleoedd ar gyfer DPP
- Cyhoeddi data ar gyfer AG

Rhai pwyntiau a godwyd gan aelodau oedd: A oedd gwella cyflawniad bechgyn yn broblem mewn AG yn unig? Yr oedd cysylltiadau cryf rhwng AG a llythrennedd, ac felly fe allai fod yn bwnc a oedd yn fwy poblogaidd gyda merched. Gellid gwneud mwy i wella safonau ymysg bechgyn. Efallai fod cynnwys y maes llafur yn allweddol i gynyddu diddordeb a chyflawniad bechgyn mewn AG.

with a questionnaire. One of the headlines of this report is that RE is a more popular subject than any subject that is not a core subject. This is encouraging and highlights the positive attitude of the pupils towards Religious Education. One of the main messages was that pupils saw the value of the subject in their lives and that they felt that RE would help them. Mark Champion will be speaking about the report in more detail at the conference.

There were six recommendations for schools and two for the Welsh Government. For schools, these related to:

- Boys' achievement
- Offering an examination qualification for core RE to raise standards
- Teacher assessment at KS3
- More challenging tasks for pupils to achieve higher levels
- Curriculum, staffing and timetabling arrangements to enable pupils to make progress from KS3 to KS4
- Strengthening Self Evaluation

For Welsh Government, these related to:

- Opportunities for CPD
- Publishing data for RE

Some points raised by members were: Is raising boys' achievement an RE only issue? There are strong links between RE and Literacy and therefore it may be a subject more popular with girls. More could be done to improve standards with boys. The syllabus content may be key to raising boys' interest and achievement in RE.

Bu'n galonogol gweld yr adroddiad yn y 'Western Mail' ynglŷn ag Adolygiad Thematig Estyn. Yr oedd statws AG wedi codi, ar y cyfan. O ran ymateb yn briodol i agweddau penodol ar Adolygiad Estyn, yr oedd angen ymchwil er mwyn deall rhai o'r canlyniadau'n iawn.

Cytunwyd y byddai CCYSAGauC yn cylchredeg yr adroddiad ar Adolygiad Thematig Estyn i GYSAG'au, fel bod copi ohono ganddynt, ac y gallai gylchredeg yr adroddiad i ysgolion hefyd. Byddai copi'n cael ei osod ar wefan CCYSAGauC yn ogystal.

Adolygiad gan Lywodraeth Cymru o adroddiadau blynyddol CYSAG / Welsh Government review of SACRE annual reports.

Darparwyd yr wybodaeth ddiweddaraf gan Tania ap Siôn. Yr oedd y broses ynglŷn ag Adolygiad Llywodraeth Cymru o adroddiadau CYSAG'au wedi ei thrafod mewn sawl cyfarfod o'r Pwyllgor Gwaith dros y blynyddoedd diweddar. Yr oedd y ddogfen adolygu gyfredol yn cwmpasu adroddiadau blynyddol 3 blynedd. Yr oedd yn ofynnol fod CYSAG'au yn cyflwyno'u hadroddiadau blynyddol i Lywodraeth Cymru; a'r dogfennau cyflwynedig hyn oedd yn sail i gynnwys yr adolygiad. Yr oedd y ddogfen adolygu wedi ei rhannu, ar ffurf ddrafft, gyda'r Pwyllgor Gwaith a'r ymgynghorwyr, a oedd wedi darparu adborth defnyddiol i Lywodraeth Cymru. Nid oeddem yn gwybod eto pa bryd y byddai'n cael ei chyhoeddi'n swyddogol.

Yr oedd y ddogfen adolygu ddrafft yn adlewyrchu golwg gadarnhaol a defnyddiol iawn ar GYSAG'au yng Nghymru, a'u meysydd gwaith. Yr oedd yn amlygu

It was encouraging to see the report in the Western Mail relating to the Estyn Thematic Review. The status of RE has increased on the whole. In terms of responding appropriately to particular aspects of the Estyn Review, research is needed to understand properly some of the results.

It was agreed that WASACRE would circulate the Estyn Thematic Review report to SACREs so that they have a copy and can also circulate the report to schools. A copy would also be placed on the WASACRE website.

Adolygiad gan Lywodraeth Cymru o adroddiadau blynyddol CYSAG/Welsh Government review of SACRE annual report.

An update was provided by Tania ap Sion. The process relating to the Welsh Government Review of SACRE reports has been discussed in many Executive meetings over the past few years. The current review document covers 3 three years of annual reports. It is a requirement that SACREs submit their annual reports to Welsh Government and it is these submitted documents that inform the content of the review. The review document has been shared in draft format with the Executive and advisors, who have provided useful feedback to Welsh Government. We do not know as yet when it will be published officially.

The draft review document reflects a very positive and helpful view of SACREs in Wales and their areas of work. It highlights an awareness of the significant contribution

ymwybyddiaeth o gyfraniad sylweddol CYSAG'au at Addysg Grefyddol ac Addoli ar y Cyd. Cafwyd cydnabyddiaeth o'r sefyllfa newidiol yng Nghymru a sut y byddai'n effeithio ar GYSAG'au. Y prif argymhellion i GYSAG'au oedd y dylent barhau i wneud yr hyn yr oeddent yn ei wneud er mwyn codi safonau a chynorthwyo ysgolion, monitro ysgolion, a darparu cyngor ynglŷn â dulliau dysgu a.y.b. ar gyfer eu Hawdurdodau Lleol, a sicrhau bod proses werthuso wedi ei sefydlu. Yr oedd yr adroddiad hefyd yn trafod pwysigrwydd sicrhau bod Addoli ar y Cyd yn digwydd yn unol â gofynion y gyfraith. Yr oedd pwyslais ar gymorth gan GYSAG'au i Awdurdodau Lleol gyda'r broses Hunanwerthuso. Yr oedd nifer o gysylltiadau rhwng yr adolygiad hwn ac Adolygiad Thematig Estyn — er enghraifft, strategaethau mewn perthynas â chyflawniad bechgyn, y defnydd o ganlyniadau arholiadau, a'r defnydd pwrpasol o ddata. Yn olaf, dylai CYSAG'au adrodd ynghylch effeithiolrwydd y cynghorion a'r cymorth a roddwyd mewn perthynas ag Addoli ar y Cyd. Cytunwyd bod hon yn ddogfen bwysig, er gwaethaf oed yr wybodaeth a oedd ynddi. Yr oedd llawer iawn yn yr adroddiad y buasai'n ddefnyddiol i GYSAG'au ei drafod. Cyn gynted ag y byddai'r ddogfen yn cael ei chyhoeddi, byddai CCYSAGauC yn trefnu ei bod ar gael i GYSAG'au er mwyn iddynt allu ymateb iddi.

Cynhadledd CCYSAGauC / WASACRE Conference

Nodwyd y byddai Cynhadledd nesaf CCYSAGauC yn cael ei chynnal ar 10 Hydref 2013.

8. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 16 Mai 2013 / Report from the Executive Committee

of SACREs to Religious Education and Collective Worship. There has been recognition of the changing situation in Wales and how this will affect SACREs. The main recommendations to SACREs are to continue to do what they are doing in order to raise standards and to support schools, monitor schools and provide advice about teaching methods, etc to their Local Authorities, and to have in place an evaluation process. The report also talks about the importance of ensuring that Collective Worship takes place according to legal requirements. There is emphasis on SACREs supporting Local Authorities with the Self Evaluation process. There are a number of connections between this review and the Estyn Thematic Review, for example, boys' achievement strategies and the use of examination results and the purposeful use of data. Finally, SACREs should report on the effectiveness of the advice and support given in relation to Collective Worship. It was agreed that this is an important document despite the age of the information within it. There is a great deal in the report that SACREs can usefully discuss. As soon as the document is published, WASACRE will make it available to SACREs so that they can respond to it.

CYSAGau Gynhadledd/WASACRE Conference

The forthcoming WASACRE Conference was noted, taking place on 10 October 2013.

8. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 16 Mai 2013 / Report from the Executive Committee

held on 16 May 2013

Yr oedd yr aelodau wedi derbyn y crynodeb o gyfarfod y Pwyllgor Gwaith gyda'u papurau.

9. U.F.A. / A.O.B.

Nid oedd unrhyw faterion eraill.

10. Dyddiad y cyfarfod nesaf / Date of next meeting. Bellach bydd cyfarfod nesaf CCYSAGauC yn cael ei gynnal ar ddiwrnod Cynhadledd CCYSAGauC, sef dydd Iau, 10 Hydref 2013 (bydd y Gynhadledd yn dod i ben am 3.30pm a bydd cyfarfod byr o GCYSAGauC yn cael ei gynnal rhwng 3.45 a 4.45pm). Bydd y papurau ar gyfer y cyfarfod yn cael eu cylchredeg i aelodau gan eu CYSAG lleol.

held on 16 May 2013

Members received the summary of the Executive meeting with their papers.

9. U.F.A. / A.O.B.

There was no other business.

10. Dyddiad y cyfarfod nesaf / Date for next meeting. The next WASACRE meeting will now take place on the day of the WASACRE Conference on Thursday, 10 October 2013 (The Conference will finish at 3.30pm and a short WASACRE meeting will take place from 3.45-4.45pm). Papers for the meeting will be circulated to members by their local SACRE.

draft

**Cofnodion Cyfarfod Blynyddol
CCYSAGauC, 19 Mehefin 2013**

1. Cofnodion y Cyfarfod Blynyddol a gynhaliwyd yng Nghyffordd Llandudno ar 26 Mehefin 2012

Minutes of the Annual General Meeting held in Llandudno Junction, 26 June 2012.
Derbyniwyd cofnodion y cyfarfod fel rhai cywir.

2. Materion yn Codi / Matters Arising.

Nid oedd unrhyw faterion yn codi.

3. Adroddiad CCYSAGauC am 2012–2013 / WASACRE Report for 2012–2013.

Cyflwynodd y Cadeirydd yr adroddiad blynyddol i'r aelodau. Cadarnhawyd mai'r cyfnod yr oedd yn ymdrin ag ef oedd Haf 2012, Hydref 2012 a Gwanwyn 2013. Derbyniwyd yr adroddiad gan yr aelodau. Byddai'r adroddiad yn cael ei gylchredeg i GYSAG'au.

4. Adroddiad y Trysorydd /Treasurer's Report.

Cyflwynwyd yr adroddiad gan y Trysorydd, John Mitson, a dynnodd sylw at y ffaith mai prif ffynhonnell incwm y Gymdeithas oedd tanysgrifiadau. Hyd y diwrnod hwnnw, yr oedd yr holl danysgrifiadau ac eithrio un wedi eu derbyn oddi wrth y CYSAG'au. Bu'r gwariant yn uwch y flwyddyn honno oherwydd yr hyfforddiant CA3 yr oedd CCYSAGauC wedi ei gynnig ar y cyd â'r consortia. Hefyd, bu'r treuliau'n uwch oherwydd i gostau gwasanaethau cyfieithu a threuliau o'r flwyddyn flaenorol gael eu cynnwys yng nghyfrifon y flwyddyn. Yn ystod y flwyddyn, bu'r gwariant £1469.31 yn fwy na'r incwm. Fodd bynnag, ar ddiwedd y flwyddyn ariannol, yr oedd tri thanysgrifiad

WASACRE Annual General Meeting minutes, 19 June 2013

1. Cofnodion Cyfarfod Blynyddol a gynhaliwyd yn Llandudno Junction ar 26 Mehefin 2013

Minutes of the Annual General Meeting held in Wrexham, 26 June 2012.
The minutes were accepted as a true record of the meeting.

2. Materion yn Codi / Matters Arising.

There were no matters arising.

3. Adroddiad CCYSAGauC am 2012-2013 WASACRE Report for 2012-2013.

The Chair presented the annual report to members. It was confirmed that the period it covers is Summer 2012, Autumn 2012 and Spring 2013. The report was accepted by members. The report will be circulated to SACREs.

4. Adroddiad y Trysorydd /Treasurer's Report.

Treasurer John Mitson presented the report and pointed out that the main source of income for the Association is from subscriptions. To date all subscriptions, apart from one, had been received from the SACREs. Spending is higher this year due to the KS3 training offered by WASACRE in association with the consortia. Also, expenses are higher this year due to translation services and expenses from last year being included in this year's accounts. During the year, expenditure exceeded income by £1469.31. However, at the end of the financial year, three subscriptions had not been received and, if they had been paid at that point, this would have reduced the overspend in year by £1224.00, leaving an

<p>yn dal heb eu derbyn; pe baent wedi eu talu erbyn yr adeg honno, buasai'r gorwariant £1224.00 yn llai, gan adael gorwariant o £245.31 am y flwyddyn. Yr oedd hyn yn cymharu â thanwariant, yn ystod y flwyddyn 2011/2012, o £3384.66. Yr oedd y flwyddyn ariannol wedi dechrau gyda gweddill o £18812.88, ac wedi diwedd gyda gweddill o £17343.57. Yr oedd cyllid CCYSAGauC, felly, yn aros mewn cyflwr iach iawn, er bod lleihad o £1469.31 o gymharu â'r sefyllfa a fodolai ar ddiwedd 2011/2012. Yr oedd CCYSAGauC, felly, mewn sefyllfa gref i ariannu ei gweithgareddau arfaethedig a oedd yn cynorthwyo CYSAG'au ac ysgolion.</p> <p>Argymhellwyd y dylai tanysgrifiadau am y flwyddyn ariannol gyfredol godi 2.08%, a fyddai'n codi'r tanysgrifiad i £418.00 fesul CYSAG. Derbyniwyd hyn gan yr aelodau, a chytunodd yr holl aelodau a oedd yn bresennol y dylid cynnal y symiau treulïau. Nododd Phil Lord fod CCYSAGauC yn talu am 'Reflections' yn 'Newyddion AG', ond yr oedd rhai awdurdodau lle nad oedd modd derbyn 'Newyddion AG' gan nad oeddynt yn talu amdano. Cadarnhaodd John Mitson, y Trysorydd, fod CYSAG'au yn dal i feddu ar gopiâu o 'Reflections' y gallent eu rhannu gyda'r awdurdodau hynny. Tynnodd Tania ap Siôn sylw at gofnodion y Pwyllgor Gwaith mewn perthynas â 'Newyddion AG' a'r cyfarfod a gynhaliwyd rhwng CCYSAGauC, 'Newyddion AG' a MAGC. Yr oedd trafodaeth ddechreuol gadarnhaol wedi ei chynnal, a byddai'r aelodau'n cael y newyddion diweddaraf am unrhyw ddatblygiadau.</p> <p>Gofynnodd John Mitson am i'r cyfrifon gael eu derbyn. Derbyniodd yr aelodau'r cyfrifon, a diolchodd y Cadeirydd i John Mitson am adroddiad clir a chryno ac am ei waith drwy gydol y flwyddyn.</p>	<p>overspend in year of £245.31. This compares with an under spend in year in 2011/2012 of £3384.66. The financial year commenced with a balance of £18812.88 and ended with a balance of £17343.57. The finances of WASACRE, therefore, remain in a very healthy condition, although they represent a reduction on the position at the end of 2011/2012 by £1469.31. WASACRE is, therefore, in a strong position to fund its planned activities that support SACREs and schools.</p> <p>It was recommended that subscriptions for the current financial year should rise by 2.08%, which raises subs to £418.00 per SACRE. This was accepted by members and all members present agreed to maintain the expenses amounts. Phil Lord noted that WASACRE pays for Reflections in RE News but some authorities did not have access as they do not pay for RE News. John Mitson, Treasurer confirmed that SACREs still have copies of Reflections that they can share with those authorities. Tania ap Sion pointed to the Executive minutes with regard to RE News and the meeting that took place between WASACRE, RE News and REMW. A positive initial discussion had taken place and members would be kept abreast of any developments.</p> <p>John Mitson asked for the accounts to be accepted. Members accepted the accounts and the Chair thanked John Mitson for a clear and succinct report and his work throughout the year.</p>
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**5. Sylwadau'r Cadeirydd Ymadawol /
Outgoing Chair's comments**

Diolchodd y Cadeirydd, Edward Evans, i'r aelodau am y cyfle a'r fraint o fod yn Gadeirydd. Yr oedd yn credu mai'r unig beth oedd yn rhoi sefydlogrwydd i bobl oedd crefydd, a gorau po fwyaf y gallem hyrwyddo dealltwriaeth o amrywiaeth grefyddol. Dywedodd Edward ei fod yn hapus ei fod yn gallu bod yn rhan o hynny. Cynigiodd y Cadeirydd y dylai'r Is-gadeirydd, Tania ap Siôn, symud i swydd y Cadeirydd.

6. Ethol Cadeirydd / Election of Chair

Derbyniodd yr Is-gadeirydd, Tania ap Siôn, swydd y Cadeirydd. Diolchodd i Edward Evans am ei ymroddiad a'i waith ar ran CCYSAGauC dros y ddwy flynedd diwethaf. Pwysleisiodd y fraint o allu gwasanaethu fel Cadeirydd y Gymdeithas, a chydabu'r cyfnod heriol a oedd o'n blaenau, pan fyddai gan GCYSAGauC rôl bwysig a chreadigol i'w chwarae.

**7. Ethol Is-gadeirydd /
Election of Vice-Chair**

Cafodd Gavin Craigen ei ethol i swydd Is-gadeirydd y Gymdeithas.

**8. Ethol aelodau i'r Pwyllgor Gwaith
/ Election of members to the Executive**

Pwysleisiodd y Cadeirydd mai calonogol iawn oedd gweld bod cymaint o aelodau CYSAG'au yn fodlon cyflwyno'u henwau ar gyfer eistedd ar y Pwyllgor Gwaith. Yr oedd hyn yn adlewyrchu'n gadarnhaol ar ganfyddiadau ynglŷn â ChCYSAGauC a'i gwaith. Yr oedd y penodiadau canlynol wedi eu gwneud:

Mark Brown (aelod o'r Pwyllgor Gwaith,
CYSAG Conwy)

Mary Parry (aelod o'r Pwyllgor Gwaith,

**5. Sylwadau'r Cadeirydd Ymadawol /
Outgoing Chair's comments**

Chair, Edward Evans thanked members for the opportunity and privilege of being Chair. He believes that the one thing that gives stability to people is religion and the more we can promote understanding of religious diversity the better. Edward said that he is happy that he can be a part of that. The Chair proposed that the Vice Chair, Tania ap Sion move to position of Chair.

6. Ethol Cadeirydd / Election of Chair

Vice Chair, Tania ap Sion, took the position of Chair. She thanked Edward Evans for his commitment and work on behalf of WASACRE over the past two years. She emphasized the privilege of being able to serve as Chair to the Association and recognized the challenging times ahead where WASACRE would have an important and creative role to play.

**7. Ethol Is-Gadeirydd /
Election of Vice-Chair**

Gavin Craigen was elected to the position of Vice Chair to the association.

**8. Ethol aelodau i'r Pwyllgor Gwaith
/ Election of members to the Executive**

The Chair emphasised that it had been very heartening to see so many SACRE members willing to put their names forward to sit on the Executive Committee. It reflects positively on perceptions of WASACRE and its work. The following appointments have been made:

Mark Brown (Executive member, Conwy
SACRE)

Mary Parry (Executive member,
Carmarthenshire SACRE)

CYSAG Sir Gaerfyrddin)

Ar gyfer y drydedd swydd ar y Pwyllgor Gwaith, cafwyd pleidlais gyfartal rhwng y Cynghorydd Michael Gray (CYSAG Caerffili) a'r Parch Roy Watson (CYSAG Blaenau Gwent). Gyda chaniatâd yr aelodau, byddai CCYSAGauC yn gofyn i GYSAG'au bleidleisio eilwaith ynglŷn â'r ddau ymgeisydd hynny'n unig, drwy e-bost. Byddai Libby Jones yn trefnu hyn gyda'r CYSAG'au. Cytunodd yr aelodau i hyn, a chynigiodd Edward Evans y dylem edrych ar y Cyfansoddiad mewn perthynas â'r mater hwn, er mwyn gallu cyfeirio ato yn y dyfodol.

9. **U.F.A. / A.O.B.**

Nid oedd unrhyw faterion eraill.

10. **Dyddiad y cyfarfod nesaf / Date of next meeting.**

Byddai manylion ynglŷn â'r Cyfarfod Blyneddol nesaf ym Mehefin 2014 yn cael eu cylchredeg wedi i benderfyniad gael ei wneud. Diolchodd y Cadeirydd i Gyngor a ChYSAG Gwynedd am groesawu'r cyfarfod, a diolchodd yn neilltuol i'r bobl a ganlyn:

Ken Robinson, Selwyn Griffiths, Dewi R. Jones (Cyfarwyddwr Addysg Gwynedd), Bethan James, y Cyfieithwyr a'r holl Aelodau.

For the third position on the Executive Committee, there was a tie between Cllr Michael Gray (Caerphilly SACRE) and Revd Roy Watson (Blaenau Gwent SACRE). With members' permission WASACRE will ask SACREs to vote again on just those two candidates by email. Libby Jones will arrange this with SACREs. Members agreed to this and Edward Evans proposed that we look at the constitution on this matter for future reference.

9. **U.F.A. / A.O.B.**

There was no other business.

10. **Dyddiad y cyfarfod nesaf/Date of next meeting.**

Details of the next AGM in June 2014 will be circulated when a decision is made. The Chair thanked Gwynedd County Council and SACRE for hosting the meeting and thanked in particular the following people:

Ken Robinson, Selwyn Griffiths, Director of Education for Gwynedd, Bethan James, Translators and all Members.