

**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
<b>Primary</b>	1	15			2	14			1	15		
<b>Secondary</b>		1				1				1		
<b>Total</b>	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 shows 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](http://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							
<b>Key Question 1: How good are outcomes in Religious Education?</b>							
<ul style="list-style-type: none"> <li>Self-evaluation is based on lesson observations, evaluation of pupils' work and interviews with pupils.</li> <li>Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results.</li> </ul>							
<b>References:</b> ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education, Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Guidance and Exemplar Profiles (2011), 14-19 year old Learners (2009)							
<b>Standards in Religious Education – progress in learning</b>							
<b>Areas for Development</b>							
Excellent		Good		Adequate		Unsatisfactory	

<b>Key Question 2: How good is provision in Religious Education?</b>							
<ul style="list-style-type: none"> <li>A self evaluation should consider the following indicators: the time allocated to the subject, the subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.</li> <li>An evaluation of lesson observations and pupils' work will allow schools to make a judgement on the quality of the teaching of Religious Education, and the extent to which pupils are motivated and challenged to achieve highly.</li> <li>In primary schools references should be made to the provision of 'People, Beliefs and Questions' for Foundation Phase learners as well as Religious Education at KS2.</li> <li>In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).</li> </ul>							
<b>References:</b> ESTYN Inspection Framework 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education, Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Guidance and Exemplar Profiles (2011), 14-19 year old Learners (2009)							
<b>The teaching: planning and range of strategies</b>							
<b>Areas for Development</b>							
Excellent		Good		Adequate		Unsatisfactory	

Collective Worship							
<b>Key Question 2: How good is provision in Collective Worship?</b>							
<b>Does Collective Worship meet the statutory requirements?</b>				Yes	No		
<b>References:</b> ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' (September 2013), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94), Guidance on Collective Worship (WASACRE 2012)							
<b>Good features in relation to the quality of Collective Worship</b>							
<b>Areas for Development in relation to the quality of Collective Worship</b>							
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 <math>\Sigma</math></p>	<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 <math>\Sigma</math> symbol shows the total number of candidates.</p>
<p>% Excellence</p> <p>B G <math>\Sigma</math></p>	<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 <math>\Sigma</math> symbol shows the total number of candidates.</p>
<p>% L2</p> <p>B G <math>\Sigma</math></p>	<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 <math>\Sigma</math> shows the total number of candidates.</p>
<p>% L1</p> <p>B G <math>\Sigma</math></p>	<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 <math>\Sigma</math> shows the total number of candidates.</p>
<p>Average subject score</p> <p>B G <math>\Sigma</math></p>	<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 <math>\Sigma</math> symbol represents the total number of candidates.</p>

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

<p>Number of candidates</p> <p>B G <math>\Sigma</math></p>	<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 <math>\Sigma</math> symbol shows the total number of candidates.</p>
<p>% Excellence</p> <p>B G <math>\Sigma</math></p>	<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>
<p>% L2</p> <p>B G <math>\Sigma</math></p>	
<p>% L1</p> <p>B G <math>\Sigma</math></p>	
<p>Average subject score</p> <p>B G <math>\Sigma</math></p>	