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**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, 25 MEHEFIN 2014

2.00 p.m. WEDNESDAY, 25 JUNE 2014

Lleoliad / Location

Siambr Dafydd Orwig

Swyddfeydd y Cyngor

Stryd y Jêl

CAERNARFON

Noder y man cyfarfod o.g.y.dd / Please note the venue

Pwynt Cyswllt / Contact Point

GLYNDA O'BRIEN

01341 424 301

Dosbarthwyd: 17.06.14

CYNGOR YMGYNGHOROL SEFYDLOG ADDYSG GREFYDDOL STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

AELODAETH / MEMBERSHIP (7)

Plaid Cymru (3)

Y Cynghorwyr/Councillors

Huw Edwards

Sedd Wag

Selwyn Griffiths

Annibynnol / Independent (2)

Y Cynghorwyr / Councillors

Tom Ellis

Jean Forsyth

Llais Gwynedd (2)

John Brynmor Hughes

Louise Hughes

Aelodau Ex-officio/Ex-officio Members –

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

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 - Disgwyl Enwebiad / Awaiting Nomination

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 - Disgwyl 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. **Election of Chairman**

To elect a Chairman for 2014/2015.

3. **Election of Vice-Chairman**

To elect a Vice-Chairman for 2014/2015.

4. **Apologies**

To receive apologies for absence.

5. **Declaration Of Personal Interest**

To receive any declaration of personal interest.

6. **Urgent Items**

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

7. **Minutes**

The Chairman shall propose that the minutes of the meeting of SACRE held on 19 February 2014 be signed as a true copy.

(Copy herewith – White Paper)

8. **Schools' Self-evaluation**

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

- (i) Brithdir School
- (ii) Tanycastell School
- (iii) Pont y Gof School
- (iv) Tregarth School

(Copy herewith – Green Paper)

9. **Wales Association of SACRE**

(a) To receive draft minutes of the Wales SACRE Association's meeting held on the 27 March 2014 in Caerphilly.

(Copy herewith – Cream Paper)

(b) To note that the next meeting of the Association will be held on 2 July 2014 in Powys Council Chamber, Llandrindod Wells.

(c) To consider nominations for the Executive Committee of WASACRE.

(Copy herewith – pink paper)

S.A.C.R.E. – STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION 19.02.14

Present: Councillor Selwyn Griffiths - Chairman

Gwynedd Council Members: Councillors Jean Forsyth, Louise Hughes and Llywarch Bowen Jones.

Christians and Other Faiths: Mrs Ruth Davies (Welsh Baptists Union), Mr Cynrig Hughes (Congregationalists), Mr Wyn Myles Meredith (Methodist Church) and Reverend Robert Townsend (Church in Wales).

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), Miss Bethan James (GwE System Leader) and Ioan Hughes (Member Support and Scrutiny Officer).

Apologies: Councillor Tom Ellis, Councillor Gareth Thomas and Mrs Alwen Watkin (ASCL)

1. PRAYER

The meeting was opened with a prayer by Councillor E. Selwyn Griffiths.

2. BEST WISHES

The Chairman referred to Mrs Alwen Watkin (ASCL) and Councillor Tom Ellis' recent ill-health and they were wished well.

3. DECLARATION OF PERSONAL INTEREST

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

4. MINUTES

The Chairman signed the minutes of the previous meeting of this committee, held on 23 October 2013, as a true record.

5. MUSIC IN WORSHIP

Reverend Robert Townsend was given an opportunity to refer to a new book of religious songs that had been published recently.

He explained that he had been eager to arrange a better variety of songs to be used in worship in schools for a while.

Therefore he contacted religious musicians from different denominations and asked them to compose appropriate songs. As a result 61 songs had been received and 42 of these were Welsh language or bilingual songs and the remainder were English language songs.

The songs had now been published in a book called '*O Dduw ein Tad*'. CD's had also been produced with background music and the words of the songs so that they could be shown on PowerPoint.

It was added that a Christian business man, who wished to remain anonymous, had sponsored the scheme in order to ensure that a package of the songs was sent free of charge to every primary school within the six north Wales authorities.

It was further explained that no profit would be made from the scheme. Bangor Diocese had paid the printing costs etc. and they would be available on the Diocese's website for £10 per copy.

An official launch was held on Wednesday, 5 March, namely Ash Wednesday.

The information was welcomed and the chairman emphasised that the business man's generosity was very valuable. Reverend Robert Townsend was asked to thank the gentleman on behalf of the members.

6. **SCHOOLS' SELF-EVALUATIONS**

The Assistant Education Officer and SACRE Clerk guided the members through the self - evaluations below and noted that two schools had responded to his request to submit self-evaluations following recent inspections.

(i) **Ysgol Edmwnd Prys Gellilydan**

It was noted that good progress in Religious Education had been observed across the aforementioned school. It was added that evidence in the children's books and learning and teaching monitoring findings showed that good standards were achieved throughout the school.

Specific reference was made to class discussions that were held regularly in the classrooms. In terms of the benefit for the pupils, it was noted that these sessions contributed towards developing positive attitudes towards problem sharing and to feel empathy towards each other. They also demonstrated discussion, listening and responding skills very well.

It was noted that there was a close connection between the school and humanitarian charities and that the school had also 'adopted' a child in a foreign country and contributed to this scheme on a monthly basis.

It was noted that in general Collective Worship made a significant contribution towards the pupils spiritual, moral, social and cultural development.

In response to enquiries, it was noted:-

- that it was a common procedure for PPA (Planning, Preparation and Assessment) teachers to teach in the Religious Education field;
- that assigning at least two hours per week to Religious Education across Key Stage 2 was acceptable.

(ii) **Ysgol Brynrefail**

It was noted that Reverend Robert Townsend was the Chair of Governors for the aforementioned school, but it was noted that he was not required to leave the chamber and he participated in the discussion.

It was noted that the results and the provision of Religious Education was good in the school.

It was confirmed that the percentage achieving A/C had increased from 55.6% to 60.5% and A/E from 66.7% to 77.8%.

It was accepted that matters needed to be addressed in key stage 3, key stage 4 and key stage 5.

In the self-evaluation reference is made to the Estyn report, following the inspection in November, 2012 that noted that “the school satisfied all the statutory requirements in relation to statutory Religious Education.”

In terms of Collective Worship it was noted that the provision was good.

A member noted that in the self evaluations the vast majority of the schools awarded themselves a ‘good’ standard. The members asked if there was a tendency for the schools to be dubious of awarding themselves an ‘excellent’ standard and if consideration should be given to ways of raising standards so that they were ‘excellent’.

In response the GwE System Leader said that she was given to understand that Estyn’s expectations had risen and schools were seen to award the standard of the work in relation to Religious Education as being of ‘acceptable’ standard.

However, she said that schools were becoming more aware of the expectations of good standard, and were responding when they were required to reach the standard. She added that the challenge at present was to work with schools so that they could reach the excellent standard.

7. THE NATIONAL LITERACY AND NUMERACY FRAMEWORK AND A REVIEW OF THE NATIONAL CURRICULUM FOR WALES

The GwE System Leader gave a presentation on The National Literacy and Numeracy Framework and a Review of the National Curriculum for Wales.

She noted that the challenge faced by secondary school Religious Education teachers was to develop numeracy skills within the context of Religious Education, and do this in a meaningful manner.

She noted that the teachers were on firmer ground in terms of literacy but that definite expectations had been set.

Members were given an opportunity to ask questions and the questions were responded to appropriately.

7. WALES ASSOCIATION of SACREs

(a) Submitted, for information, the minutes of the previous meeting of the Association, held on 10 October 2013.

RESOLVED to accept the information.

(b) Submitted, for information the report on the activities of the Wales Association of SACREs 2012-13.

It was noted that the next meeting of the Association would be held in Caerphilly on 27 March 2014.

RESOLVED:-

a) To accept the information;

b) To nominate the following members to represent Gwynedd SACRE on Wales Association of SACREs:-

Reverend Robert Townsend, Mrs Miriam Angharad Amlyn and Mr Wyn Myles Meredith.

c) A letter had been received inviting Gwynedd SACRE to nominate a new member of the WASACRE Executive Committee. It was explained that a SACRE could not nominate a members if they already had a representative on the Executive Committee. A vote would be taken on the nominations received in the Association's Annual Meeting in June.

RESOLVED to nominate Mr Wyn Myles Meredith as a new member of the WASACRE Executive Committee.

8. GWYNEDD ANNUAL REPORT 2012/13

It was noted that the Annual Report was not available to be distributed, but it was confirmed that the members would receive the report in good time.

However, before closing the discussion, members were reminded that the report created an opportunity for SACRE to consider how successful they had been in terms of raising the standards of Religious Education.

Consequently, the GwE System Leader suggested that work should be undertaken to invigorate their self-evaluation procedure by establishing a simple action plan. She added that the work included in the action plan could include various things, such as broadening collaboration plans and press head teachers to identify Religious Education needs.

RESOLVED to take steps to establish a simple action plan.

The meeting commenced at 2.00 pm and concluded at 3.40 pm.

CHAIRMAN

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 : Brithdir

Religious Education

Key Question 1: How good are outcomes in Religious Education?
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- 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
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Standards in Religious Education – progress in learning
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- Good progress was observed in RE throughout the school.
- The increasing emphasis on skills, thinking skills and assessment for learning spurs diverse and independent activities.
- From looking at pupils work samples and books, there is a diversity of presentations that reflect skills.
- The senior pupils gain diverse and challenging experiences whilst Foundation Phase reading and recording skills display a good grasp of National Framework requirements for RE presentation.
- There is very good use of ITC in investigations, to discover information and present work.
- All pupils have opportunities to verbally contribute to discussions on religious and moral questions.
- Circle Time sessions are regularly held in the classes and they contribute towards developing positive attitudes towards problem-solving and empathy towards one another. They also promote skills on discussion, listening and responding to others very well.
- The school has close links with humanitarian charities such as Air Ambulance, Children in Need, Macmillan etc.
- At the end of key stages, every pupil achieves Outcome 5 and half the Foundation Phase pupils achieve Outcome 6 in the Social and Well-being and Diversity field; the majority achieve Level 4 or 5 in RE at KS2.

Matters for attention

- Continue to develop pupils investigative skills
- Continue to develop pupils ability to plan, develop and reflect on their learning
- Ensure that extended written compositions are presented termly
- Ensure that the Literacy and Numeracy Framework are included in the subject.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Key Question 2: How good is RE provision?
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- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based information, specialisation and professional development of the teachers, 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 motivated and encouraged 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
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Teaching: planning and strategy range
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- Our plans provide an opportunity to set a 'major question' at the beginning of term and various strategies stimulating independent investigations and presentations.
- Effective resources are used to support pupils learning.
- Jointly setting criteria leads to the senior pupils selecting some themselves.
- The teacher is aware of the importance of open questioning to make the pupils think.
- Effective questioning is used to extend pupils understanding.
- The teacher has high expectations and provides regular support.
- Pride of place is given to classwork in school services and class displays.
- Extensive use is made of websites such as HWB and Cynnal as interactive resources.

Matters for attention					
<ul style="list-style-type: none"> Provide differentiated opportunities and activities for gifted and talented pupils. 					
Excellent		Good	✓	Adequate	Unsatisfactory

Collective Worship

Key Question 2: How good is the collective worship provision?		
Does the collective worship comply with the statutory requirements?	Yes	No
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 regarding quality of Collective Worship <ul style="list-style-type: none"> Weekly whole school collective worship is held as well as classroom services. Services have a spiritual and moral ethos. All pupils have opportunities to participate either in public or through meditation. Class services include reading and discussing Biblical and moral stories. The school has clear aims in children's moral development and it is achieved through a caring ethos that encompasses school life and work. Thanksgiving and Christmas services are held in the community. The Minister visits the school monthly to lead a service. 		
Matters to act upon regarding quality of Collective Worship		
Excellent	✓	Good
		Adequate
		Unsatisfactory

Signed: *Nia Roberts* – Religious Education co-ordinator

C Ff Roberts (Headteacher)

Date: 25/9/2013

Rationale

Religious Education is controlled on a local level by the Standing Advisory Council for Religious Education (SACRE). It includes three committees: representatives of the area's main religious traditions, teachers representatives and LEA representatives. SACRE's main function is to, 'advise the LEA on the matters associated with religious worship at county schools and with the religious education to be provided in accordance with an agreed syllabus to which the LEA will refer to the council or at the council's discretion'. (Education Reform Act 1988 a.11(1)(a))

Gwynedd SACRE is of the opinion that this advice should be based on current information and that hopefully the following guidelines will enable headteachers to support SACRE in its responsibilities.

In the past, Gwynedd SACRE has monitored religious education and collective worship through:

- 1 reviewing ESTYN inspection reports;
- 2 analysing teachers assessments and LEA secondary school examination results;
- 3 obtaining regular reports from representatives of the schools service/local advisory service;
- 4 inviting teachers and headteachers to share examples of good practices with SACRE members.

The ESTYN new Inspection Framework will no longer specifically refer to RE and collective worship. Gwynedd SACRE is therefore eager to utilize the procedures and practices currently used by headteachers and teachers as they prepare for the new Inspection Framework. At CYSAG Gwynedd meeting held on 13 October 2010, it was decided that SACRE would discharge its statutory responsibilities through inviting schools to share their self-evaluation of RE, collective worship and pupils spiritual and moral development with the members.

Primary and secondary schools are kindly requested to present a summary of the school's self-evaluation for the attention of clerk of Gwynedd SACRE during the year when ESTYN hold an inspection of the school.

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

Name (Clerk to SACRE): Ken Robinson.

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

Since 2008, SACRE's throughout Wales have either adopted or adjusted the National Model Framework for RE (APADGOS, 2008) as their locally agreed syllabus. Members of the National Advisory Panel for Religious Education have welcomed this consistency throughout Wales as they have been able to collaborate to prepare common guidelines for schools and SACRE's. Various SACRE's in Wales have adopted a similar procedure or process to that outlined in this document.

Religious Education

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

- ⌚1 The self-evaluation is based on lesson observations, evaluations of pupils work and interviews with pupils.
- 2 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.

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

Standards in Religious Education - progress in learning

The school's standards in Religious Education are good.

Having scrutinized pupils work books from Reception Years to year 6, evidence indicates that

- 1 *Children have an opportunity to develop a range of skills through using several diverse sources*
- 2 *Express an opinion, discuss and ask questions on various subjects*
- 3 *An opportunity to consider, evaluate and reach a conclusion.*

There is appropriate and challenging planning containing relevant elements of the literacy and numeracy framework.

Areas for attention

Continue to monitor standards of Religious Education through scrutinizing books and observing lessons.

Excellent

Good

√

Adequate

Unsatisfactory

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

- 3 Self-evaluation should deliberate over 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.
- 4 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 to attain high standards.
- 5 Primary schools should refer to the 'People, Religions and Questions' provision for Foundation Phase pupils as well as RE at KS2.
- 6 Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

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

Teaching: planning and range of strategies

Religious Education plans tie in with the agreed syllabus. Currently, the school amends the plans to tie in with the Literacy and Numeracy framework.

Pupils have opportunities to acquire live experiences, such as various visits, invite guests to the classes (rector)' People who assist us' are studied at the FP and the plans contain plenty of opportunities for visitors to visit the class such as a nurse/doctor/police.

Children become aware of three different religions during their period at the school - Christianity, Hinduism and Muslim Faith.

Areas for attention

Ensure that there are appropriate resources for the different religions

Excellent

Good

√

Adequate

Unsatisfactory

Collective Worship

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

Does the collective worship comply with the statutory requirements?

Yes

No

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 regarding quality of Collective Worship

A collective service is held - entire school three times a week with one celebrating success.

There is a specific time-table for collective worship - every teacher jointly holds a session of collective worship.

During collective worship, there is an opportunity to reflect on the subject. The classes are responsible for collective worship where we hold a special service e.g. St David's Day/Thanksgiving/Christmas.

Volunteers from St Tanwg Church visit as part of Open the Book scheme - fortnightly to hold collective worship, the pupils participate in this worship through acting/reading and prayer. A meditation session is held at the end of every session.

Areas to focus upon as regards quality of Collective Worship

Ensure greater contact between the school and the Church and neighbouring chapels.

Excellent

Good

√

Adequate

Unsatisfactory

Signed: *A.P. Williams* (Headteacher)

Date: 28.04.14

Rationale

Religious Education is locally controlled by a Standing Advisory Council for Religious Education (SACRE). It consists of three committees: representatives of the area's principal religious traditions, teachers representatives and LEA representatives. SACRE's principal function is to, 'advise the authority on those matters linked to religious worship at county schools and with the religious education to be given in accordance with an agreed syllabus and that the LEA refer to the council or at the council's discretion'. (1988 Education Reform Act s.11(1)(a))

Môn SACRE are of the view that this advice should be based on current information, and that hopefully the following guidance will enable the headteachers to support SACRE in their responsibilities.

In the past, Môn SACRE has monitored religious education and collective worship through:

- reviewing ESTYN inspection reports;
- analysing teachers assessments and examination results of LEA secondary schools;
- receiving regular reports from representatives of schools/local advisory service;
- inviting teachers and headteachers to share examples of good practices with SACRE members.

ESTYN's new Inspection Framework will no longer specifically refer to Religious Education and collective worship. Môn SACRE therefore wish to utilize the procedures and practices currently used by headteachers and teachers when preparing for the new Inspection Framework. At the Môn SACRE meeting held on February 14th, 2011, it was decided that SACRE would fulfil its statutory obligations through inviting schools to share their self-evaluation of RE, collective worship and pupils spiritual and moral development with the members.

Primary and secondary schools are kindly requested to present a summary of the school's self-evaluation for the attention of the clerk of Môn SACRE during the year when ESTYN will conduct a school inspection.

<p>Contact details:</p> <p>Name (Clerk to SACRE):</p> <p>Address:</p>
--

Since 2008, SACRE's throughout Wales have adopted or modified the National Model Framework for RE (APADGOS, 2008) as their locally agreed syllabus. Members of the National Advisory Panel for RE have welcomed this consistency across Wales as they have been able to collaborate to prepare common guidance for schools and SACRE's. Several SACRE's in Wales have adopted a similar procedure or process to that outlined in this document.

School Name :YSGOL Pont y Gof

Religious Education

Key Question 1: How good are outcomes in Religious Education?
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- Seilir yr hunan arfarniad ar arsylwadau gwersi, arfarniadau o waith disgyblion a chyfweliadau â disgyblion.
- Dylai ysgolion uwchradd gyfeirio at CA3, CA4 a CA5 (Astudiaethau Crefyddol ac Addysg Grefyddol) a chynnwys arfarniad o asesiadau athrawon ac/neu ganlyniadau arholiad.

Cyfeiriadau: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus
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Standards in Religious Education – progress in learning
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THE FOUNDATION PHASE

The pupils ability to discuss and recall is developing well at the beginning of the Foundation Phase and by the top of the Foundation Phase almost all can discuss and ask questions.

Almost all can discuss their feelings, their actions and opinions by the end of the Foundation Phase, and around half describe and offer simple comments on others viewpoints.
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The children's ability to use simple religious vocabulary is developed across the Foundation Phase.

KEY STAGE 2

At the lower end of Key Stage 2, most can recall, respond and communicate in simple terms some of the basic faiths, doctrines and religious practices investigated. A very few start to note similarities and differences between religions.
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At the top end of Key Stage 2, a few of the pupils can describe some faiths, doctrines and religious practices and how some of these aspects of religion impact the lives of believers. A minority of the pupils can link beliefs, doctrines and religious practices describing their impact on the lives of believers and specify similarities and differences within and across the religions.
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At the lower end of Key Stage 2, most pupils can describe their feelings, actions and views and offer simple comments on others viewpoints. Most are aware that religious symbols have meanings and they make appropriate use of simple religious vocabulary.

At the upper end of Key Stage 2, a minority of the pupils can explain how their feelings, actions and views impact their lives, and describe how other people's opinions likewise impact their lives. They make appropriate use of a range of religious vocabulary and show a basic grasp of symbolic language.

At the lower end of Key Stage 2, almost every pupil can converse in and ask questions about their personal experiences, the world around them and aspects of religion they can discuss the questions that stem from their experiences, offering their opinion.
--

At the upper end of Key Stage 2, many pupils can discuss their responses and those of others to questions about life, the world around them and religion. A minority of the pupils can express and justify their ideas and opinions about fundamental questions. According to their investigations and experiences, due to the nature of the themes, around half the pupils recognize that basic religious questions are often complex and that the answers are often partial and indefinite.

Evidence contained in the pupils books and learning and teaching monitoring findings indicate that standards are good throughout the school.
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Matters for attention

FOUNDATION PHASE

- Continue to develop pupils vocabulary and ability to question, providing opportunities for them to express an opinion by the upper end of the Foundation Phase.
- Develop an understanding of the impact of religion on the lives of believers by the end of the Foundation Phase.

KEY STAGE 2

- Ensure that the tasks provided for the more able group are challenging when working through the fundamental, religious and human questions.

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

- Dylai hunan arfarniad ystyried y dangosyddion canlynol: yr amser a roddir i'r pwnc, gwybodaeth bynciol, arbenigedd a datblygiad proffesiynol yr athrawon, addasrwydd y rhaglen astudio ac amrediad yr adnoddau dysgu a ddefnyddir.
- Mae arfarniad o arsylwadau gwersi a gwaith disgyblion yn caniatáu i benaethiaid a phenaethiaid adran i ddod i farn am ansawdd yr addysgu mewn gwersi Addysg Grefyddol o fewn yr ysgol, a'r graddau y mae disgyblion yn cael eu cymell a'u hannog i gyrraedd safonau uchel.
- Dylai ysgolion cynradd gyfeirio at y ddarpariaeth 'Pobl, Credoau a Chwestiynau' ar gyfer dysgwyr y Cyfnod Sylfaen yn ogystal ag Addysg Grefyddol yn CA2.
- Dylai ysgolion uwchradd gyfeirio at CA3, CA4 a CA5 (Astudiaethau Crefyddol ac Addysg Grefyddol).

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

The Teaching: planning and range of strategies**THE FOUNDATION PHASE**

- Foundation Phase teachers are familiar with the national model framework for presenting Religious Education. They have identified the specific skills related to people, beliefs and questions through the fields of Global Knowledge and Understanding and Personal and Social development Well-being and Cultural Diversity.
- Foundation Phase plans based on the above awareness have incorporated people, beliefs and questions within these two fields and across the other learning fields.
- The activities are carefully planned across the Foundation phase and show progression from one class to another as a consequence of joint planning and joint discussion.
- A broad range of experiences are provided to give the pupils every opportunity to progress in knowledge and understanding and discussion and reasoning skills in the field.
- Story-telling resources, information books, large books, artefacts, ITC resources, school visits/visitors all create an interest and enrich provision in the field.
- There is good provision of Religious aspects at the Foundation Phase.

KEY STAGE 2

- A session of at least an hour is provided for RE across Key Stage 2. The field is taught by a PPA teacher from year 3 to 6.
- Plans are detailed and ensure progression and development, focussing on fundamental questions has ensured depth and development of pupils investigative skills.
- Opportunities are taken to take the children out on visits to houses of worship and invite visitors to discuss RE matters with the children.
- Quality of teaching and provision at Key Stage 2 is good.

Matters for attention**THE FOUNDATION PHASE**

- Continue to offer a broad range of engaging and valuable experiences within the schemes.
- Teachers to continue to jointly discuss and be aware of new resources available e.g in ITC
- Continue to encourage the children to develop thinking skills.

KEY STAGE 2

- Continue to develop challenging and extended tasks for the more able pupils in every class.
- Continue to set SC and provide an opportunity for the children to reflect on the learning.

Excellent

Good

✓

Adequate

Unsatisfactory

Collective Worship

Pa mor dda yw'r ddarpariaeth ar gyfer addoli ar y cyd?							
Ydy'r addoli ar y cyd yn cydymffurfio â'r gofynion statudol?	Ydy ✓	Nac ydy					
Cyfeiriadau: 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							
<p>Collective Worship is provided that follows the common tradition of the Christian faith daily at the school. The Collective Worship is jointly held at a class, stage and school level. Parents are entitled to withdraw their children from the worship and their background is taken into account when making provision for the worship.</p> <p>Moral, spiritual and faith aspects are explored whilst nurturing a community spirit and promoting ethos and values. The pupils have an opportunity to participate in one or several of the following during the Worship:</p> <ul style="list-style-type: none"> • Meditation that includes listening, observing or reflecting on stimulus, presentation or conversation by a staff member or guest speaker. • Prayer • Singing • Reading <p>On the whole, Collective Worship makes a significant contribution towards the children's spiritual, moral, social and cultural development. Opportunities are taken to develop aspects of PSE, Global Citizenship and the Cwricwlwm Cymreig as part of the Worship. Creating an ethos that differs from the school's everyday ethos occurs in a majority of sessions.</p> <p>Overall provision is good.</p>							
Matters for attention as regards quality of Collective Worship.							
<ul style="list-style-type: none"> • Follow the good practices in every service. • Ensure that A on the C class/department (FP) complies with regulations and requirements • Further develop the ethos of the worship so that it reflects something that is separate from the school's usual activities at all times. • Ensure that responsibilities are shared and that the entire staff understand their responsibilities as regards A on the C 							
Excellent		Good	✓	Adequate		Unsatisfactory	

Signed: *Euros Davies* (Headteacher)

Date: 23-05-14

BACKGROUND INFORMATION ON YSGOL TREGARTH

- A rural primary school that serves the village and the neighbouring area.
- School under voluntary control of Church in Wales since its establishment in 1897.
- There are 140 pupils on the school roll, with the majority from British white ethnic background. Around 41% of pupils come from homes where Welsh is spoken.
- The children are taught in 7 classes including 3 mixed age classes. 6.8 teachers and 6 assistants work at the school.
- The current Headteacher was appointed in September 2013, and she is also head of a neighbouring primary school, therefore sharing her time between both establishments.
- 17% of pupils are entitled to free school dinner that is below the average of 21% for Wales.
- Around 33% of the pupils are on the additional learning needs register, and receive support at the school.
- The per pupil individual school budget for Ysgol Gynradd Tregarth in 2013-2014 is £3,539.

SCHOOL VISION AND VALUES

The entire community of Ysgol Tregarth share the same mind-set and vision. As a church school, we are all committed to the objective of ensuring:

That every child is happy in school, is treated fairly with dignity and respect at all times;

That every child has every opportunity to succeed and reach his potential;

That every child has every opportunity to develop to become a bilingual and well-rounded citizen who can fully contribute to his local, national and global local community;

That every child has opportunities to take pride in his nationhood developing a full understanding of his identity, traditions and specific culture;

That every child has every opportunity to develop morally and spiritually with a good grasp of Christianity and other religions;

That every child is taught in a safe and happy environment, where an emphasis is placed on the child's successes and enjoyment in his learning.

SUMMARY

Ysgol Tregarth community contribution is a special feature of its church character. Links with the local and global community have a central role in all its actions and provides a focus for the school's charity work. Through promoting these community contacts, the school promotes and nurtures basic Christian principles, such as Thanksgiving, a caring attitude and serving others, compassion, as well as perseverance and pertinacity that provided a happy and supportive school environment that leads to more effective learning.

KEY QUESTION 1

How well does the school, through its special Christian character, meet the needs of all learners?

SCHOOL SELF-EVALUATION: GOOD

School evidence based on pupils outcomes

Reasons for the grade awarded:

- Pupils' achievement trends over the past three years show consistent improvement.
- Almost every learner progresses by two levels between both key stages.
- FSM pupils achieve as much as non FSM pupils.
- School attendance has remained constant at 95%.
- The school ensures that every learner has every opportunity to reach his potential and ensures that the child is central to every scheme and strategy implementation.
- The school's daily core policies and actions reflect its Christian character and values.
- The school homely and happy ethos and environment ensures that the Christian values are reflected at all times.
- The school has adopted the Church in Wales Syllabus that ensures that learners receive a complete religious education and an understanding of the world's religions is developed.
- RE has been time-tabled weekly in every class throughout the school and this has led to better attainment and moral and spiritual understanding.

Key Strengths:

- The school's ALN provision ensures that every child receives the appropriate support for its needs - educational,, physical or emotional/social. Pupils are very caring of one another as a consequence of the entire school focus on the school's personal, social and well-being development. There is definite development throughout the school in the school's Webster Stratton principles through Caleb, Ysgol Dina and Os Mets schemes. There has been investment in appropriate intervention programmes such as; Dina Bach and Kid Skills, as well as scheduling Rainbow TIME at the FP to develop relationships, respect, and friendship amongst the learners. This has had a very positive impact on the pupils overall behaviour as well as ensured that the school's friendly ethos is continually advocated.
- The school's ADCDF programme of work ensures that the learners have a firm grasp of their local and international community and of their role and responsibility as citizens protecting and caring for them – substantially contributing towards developing and nurturing the school's Christian character as well as the pupils moral, spiritual, social and cultural development. The school has been awarded two green Eco flags, Green Schools Gold Award for 6 years as well as full ISA award - the work has had a very positive impact on pupils behaviour as well as contributing to the school's standards of literacy and numeracy.
- The school's charity work provides evidence of Christian values being implemented in a real context.
- There is effective contact between the school and the community - parents attend award services every fortnight and are very supportive of all school activities.
- Cwricwlwm Cymreig with a focus on developing an awareness of the Welsh identity amongst the pupils has had a very positive impact on the entire pupil community when developing a sense of respect towards their country and traditions as well as the desire to protect that which is important.

Points for Development:

Monitor the development and effectiveness of the Church RE Syllabus on pupils attainment.

Monitor and assess attainment with INCERTS.

KEY QUESTION 2

What impact does collective worship have on the school community?

SCHOOL SELF-EVALUATION : GOOD

School evidence based on pupils outcomes

Comment on:

- Impact of collective worship
- Central features of collective worship
- Core nature of worship and meditation
- Theological basis of collective worship
- Leadership and management of collective worship

Reasons for the grade awarded:

- The school's robust collective worship arrangements has ensured a very close contact with the Church has been nurtured that reflects our unique Christian character.
- The responses and behaviour of almost all the pupils are to be commended during the meetings and it serves to develop a sense of belonging at the school that is wholly required at a school that faces difficult social challenges.
- The school's policy on collective worship is implemented and is known to the entire school community.
- The core features of collective worship are included in every service and have had a positive impact on the ethos of these periods at the school at both key stages.
- The pupils' participation is an integral part of collective worship at the school. The voice of the child figures prominently in the collective worship with several examples of children jointly preparing their class service.

Key Strengths:

- Thanksgiving Service 2013. The school's unique character was reflected in the worship. An effective ethos of collective worship was created that added to reinforcing our links with the church community of Eglwys y Gelli.
- Classroom services that form an integral part of the school's weekly award service have ensured and nurtured close contact with the parents community and serves as a means of making them aware of the school's talents and daily deeds. This link has contributed towards the school's homely ethos where Christian values such as kindness, forgiveness and tolerance have a prominent role. It has successfully drawn the wider school community to appreciate children's achievements adding to creating a mutual appreciative environment and the partnership that exists between the school and the home.
- Every teacher in turn takes responsibility for leading the worship that is core to the vision of the head teacher's distributed leadership. This has led to strengthening the accountability of every staff member for the school's Christian character.
- The firm structure of the collective time-table has led to developing the sense that the service represents a special period of calming down and meditation.

Points to Develop:

- Develop visual cues for collective worship e.g. candle, door, mirror, open door so that the pupils have an idea of what is expected of them in specific parts of the worship.
- Develop further pupils participation in the collective worship.

KEY QUESTION 3

How effective is the religious education?

SCHOOL SELF-EVALUATION : GOOD

School evidence based on pupils outcomes

Comment on :

- Progress and standards based on school performance data
- Quality of teaching and learning
- Quality of the curriculum
- Effectiveness of leadership and management in RE

Reasons for awarding the grade:

- RE lessons have been time-tabled across the age-ranges and almost all the pupils have a consistently good grasp of the life of Jesus and of Christianity.
- Almost all the pupils have a good understanding of other religions and of other global cultures.
- Many KS2 pupils succeed in discussing fundamental questions intelligently and maturely.
- Almost all pupils appreciate their role and responsibility as global citizens and understand the importance of enterprises such as Fair Trade and work of charities such as Comic Relief/ Water Aid/ Children in Need and their impact on the lives of others.
- The School Council and Eco Council contribute towards the school's daily activity and play a prominent role in setting the schemes priorities and the bias of the school's charity work.
- Aspects and strands have been mapped across the range and have been combined with the school's Cornerstones Curriculum to ensure progression and continuity in pupils' skills and understanding.
- The school's PLC has prioritized developing a firm structure to the school's RE provision.
- There is good contact with church establishments. Father John has visited Y1, Y 6 annually visit the Cathedral, Diocesan Visits.

Key Strengths:

- RE has a core role in the school plans and is time-tabled across the range weekly.
- Church RE Scheme of Work has been adopted by the school and serves as an effective method to ensure that literacy is taught cross-curricular, leading to continual raising of standards at the school.
- RE is successfully combined with specific ventures and aspects of ADCDF such as Fair Trade and Re-cycling. These themes are presented throughout the school so that every pupil develops specific Christian attitudes. Contacts with specific establishments in the community have been established.

Points to Develop:

- Further develop our links with Eglwys Y Gelli, ensuring an annual visit by every class.
- Develop a portfolio of samples of specific work under the strands.
- Ensure greater expenditure on current RE resources.
- Further develop our contact with Liz Perkins – Fair Trade
- Establish ADCDA Effectiveness Group to aim to achieve excellence in the field.

KEY QUESTION 4**How effective is school leadership and management as a church school?****SCHOOL SELF-EVALUATION : GOOD****School evidence based on pupil outcomes**

Comment on :

- Christian Values
- Evaluation and strategy planning
- Further leadership by church schools
- Partnership with key stakeholders

Reasons for the grade awarded:

- The head teacher has a clear strategic vision that has been shared and understood by all the school's stakeholders. This has led to developing effective distributed leadership amongst staff, with all the teachers contributing towards the school self-evaluation that then feeds into SDP priorities.
- The school has adopted the Church in Wales Syllabus since January 2014 and has incorporated it into the school's schemes of work. This ensures that all the pupils receive weekly RE lessons that effectively develop the pupils understanding.
- The school has invested in training with Cathy Mayer, Llandaff Diocese that has led towards establishing a PLC between Ysgol Tregarth and Bodfeurig to ensure successful implementation of the Church Syllabus. This has ensured progression and effective continuity in the school's RE and Christian provision.
- Various visits by members of the Diocese further develops the school's strategic partnerships that ensures that we prioritize the school's church status and Christian values.
- Various policies reflect the school's Christian values and are included and promoted in the school's daily activities.

Key Strengths:

- A successful strategic partnership has been developed and nurtured between the head teacher and Father John that has led to continual improvement in the collective worship arrangements, the school's RE curriculum and contacts with the local community. The school pupils have substantially benefited from the partnership through various opportunities to develop morally and spiritually.
- Father John is the Designated Governor for Protection of Children with ALN, the school therefore regularly meet the head teacher to discuss deprivation matters as well as various difficulties that enable the school and church to develop a full profile of the community to which they belong.
- Adoption, mapping and planning of the church Syllabus has led to an improved environment and overall worship ethos of the services. The children thrive in a Christian ethos and consequently the school's overall environment and behaviour is consistently high and good.

Points to Develop:

- Prepare a Learning Pathway for permanent members of the Governing Body to report on specific aspects of school life and activity e.g. ethos, behaviour, to further develop their role as a critical friend to the school.
- Establish a Professional Learning Community with neighbouring church schools to share existing good practices.



**Cyfarfod CCYSAGauC, Caerffili, 27 Mawrth 2014 / Wales
Association of SACREs meeting, Caerphilly, 27 March 2014**

<p>Ynys Môn / Anglesey Bethan James Rheinallt Thomas</p> <p>Blaenau Gwent Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Carys Pritchard Edward Evans</p> <p>Caerffili/ Caerphilly Cllr Michael Gray Vicky Thomas Martyn Western Helen Bartley Bethan Davies Enfys Hawthorn Janet Jones David Cailen</p> <p>Caerdydd / Cardiff Carys Pritchard J. Singh (Cardiff Sikh Community)</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry Meinir Wynne Loader Helen Gibbon</p> <p>Ceredigion</p> <p>Conwy Phil Lord N.C. Richter</p>	<p>Sir Ddinbych / Denbighshire Phil Lord</p> <p>Sir y Fflint / Flintshire Phil Lord</p> <p>Gwynedd Bethan James</p> <p>Merthyr Tudful / Merthyr Tydfil Carys Pritchard</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey Sue Cave Sharon Perry-Phillips</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel</p> <p>Casnewydd / Newport Vicky Thomas Sally Northcott P.T. Williams Amanda Davies</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys John Mitson</p>	<p>Rhondda Cynon Taf Carys Pritchard Cllr Jane Ward</p> <p>Abertawe / Swansea Vicky Thomas</p> <p>Torfaen Vicky Thomas</p> <p>Bro Morgannwg / Vale of Glamorgan Carys Pritchard Dafydd Treharne</p> <p>Wrecsam / Wrexham Libby Jones Tania ap Siôn</p> <p>Sylwedyddion / Observers Leslie Francis Trudor Thomas- WJEC Mike Strange- RE Quest</p>
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Minutes

1. **Croeso / Welcome.** Chair, Tania ap Sion welcomed members and apologised for the difficulties with the sound system and its interference with the translation. Tania ap Sion introduced Keri Cole, Manager for Education and Inclusion from Caerphilly Local Authority, who welcomed WASACRE members to Caerphilly and expressed her hope that the meeting would be beneficial to all members and an opportunity for reflection. Ms Cole went on to introduce The Mayor of Caerphilly, Councillor Michael Gray.

Councillor Gray welcomed SACRE representatives from all over Wales to the spring meeting, expressing his delight that WASACRE accepted his invitation to hold the meeting here during his year as Mayor. Councillor Gray acknowledged the hard work of the Wales Association of SACREs and went on to thank local authorities for their support and WASACRE for the important work it does. He highlighted some very important initiatives that WASACRE has recently either initiated or supported, including the Estyn Thematic Review of Religious Education in the Secondary School, the KS3 Training led by Executive member Gavin Craigen, the WASACRE Conference, and WASACRE's work on the REQM for Wales led by Executive member Phil Lord. Councillor Gray emphasised the importance of the Association's work relating to the issues of the 22 SACREs in Wales. Finally the Mayor extended an invitation to all members to visit Mayor's parlour and to lunch in the glass restaurant.

Tania ap Sion thanked both the Mayor and Ms Cole before continuing with the agenda.

2. **Adfyfyrto tawel / Quiet reflection.** Tania ap Sion asked members to pause for reflection on the meeting ahead and their contributions to it.
3. **Ymddiheuriadau / Apologies.** Gavin Craigen, Jen Malcolm, Cllr Janice Dudley, Ben Wigley, Cllr Huw Jones, Parch Gethin Rhys and Mark Brown
4. **Cofnodion y cyfarfod a gynhaliwyd yn Rhondda Cynon Taf, 10 Hydref 2013 / Minutes of meeting held in Rhondda Cynon Taf, 10 October 2013.** Proposed by Vicky Thomas as a correct record of the meeting and seconded by Carys Pritchard.
5. **Materion sy'n codi / Matters arising.** Item 5 (under item 7 up-dates). In relation to the KS3 training provided by Gavin Craigen on using levels in RE, Mary Parry suggested asking schools what impact it had on their practice in the classroom. The outcome of the discussion which ensued was that it would be useful to do this follow up exercise in the form of a questionnaire sent out only to those who attended the training and that it could be used as part of the SACRE monitoring process as there is a strong emphasis on evaluating and providing impact. Item 5 (under item 7 up-dates). Tania ap Sion confirmed that the report for the Review of SACRE Reports has now been officially published and has been circulated by WASACRE Secretary Libby Jones to all SACREs. A summary of the recommendations has been produced and is on the WASACRE website. Mary Parry thanked Libby for sending this out but added that Welsh Government should be sending this information directly to SACREs. Members were in agreement that WASACRE should write to WG to ask them to send information of this kind including examination data, straight to SACRE's in future to ensure that each SACRE is equipped to carry out its statutory duties. Letter to be sent to Welsh Government by Libby Jones. Item 6 Welsh Government contacts. This was discussed in the agenda item relating to the Executives minutes.
6. **Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 4 Chwefror 2014 / Report from the Executive Committee meeting held on 4 February 2014**

Issues raised in the minutes included:

Item 4: Welsh Government contacts. This has been an area of concern since Denize Morris changed her role. Last September we made contact with Nia Mair Jones who followed up some of our issues, but who has now moved on. Our new contact is now Louise Thomas with whom we have discussed our current issues. The Executive and NAPfRE has a list of other issues to raise in a meeting with Louise scheduled for 14 May 2014 in Llandrindod wells (to be confirmed). Two of the most pressing areas of concern are: 1. SACREs within the new regional arrangements and consortia working. WASACRE is looking for a firm and clear steer on who is responsible for SACREs. 2. The Foundation Phase document, why it was removed from the Welsh Government website, whether it can still be used and sent out to schools and whether it is going to be changed and/or revised?

Item 11: RE News. Rheinalt Thomas reported on behalf of Vaughan Salisbury that there is no longer any need for RE News to be involved in discussions relating to working more closely with WASACRE and REMW because their financial issues had been addressed. RE News website would now be available free of charge. Treasurer John Mitson said that he does not anticipate that there will be a request for funding from WASACRE, as there has been no Reflections included recently in RE News online and the funding issues had been addressed. Libby Jones will write to Vaughan Salisbury and Rachel Bendow to ask what the situation is in this respect. Vicky Thomas enquired whether Trinity St David's will be informing schools that they can access RE News free of charge now, or whether it is the responsibility of each local SACRE to do this, adding that there should be a clear process for informing teachers and schools.

Item 13: EFTRE Representation. The Chair thanked Mary Parry for her work in that role and expressed gratitude to Phil Lord who has kindly agreed to be the new WASACRE representative on EFTRE. Phil Lord shared his experience of his first EFTRE meeting by saying that it was an eye opener to see how RE is taught across Europe and Phil drew members' attention to the EFTRE website, adding that we are hoping to connect more with schools in Europe and information about this will be circulated through WASACRE meetings.

Item 17: The RE council for England and Wales are holding their AGM in Cardiff. The Chair thanked Edward Evans for the initial contact in Welsh Government. Arrangements for the event have been made by WASACRE in partnership with the RE Council. The Chair thanked Libby Jones for her work in this area.

Item 10: Welsh Government Curriculum Review. Members of WASACRE and NAPfRE met in January in Newtown to respond to the consultation document of the curriculum review. A summary of responses has been published on the Welsh Government website and we will make this available on the WASACRE website. Carys Pritchard shared some of the latest statistics from the website only made available that morning: there are 324 responses across Wales, which is a strong response from the RE world. There is some acknowledgement of Religious Education, but we do need to keep the pressure on. Tania ap Sion thanked Carys for bringing this to the meeting and members agreed that members from the WASACRE Executive, in partnership with NAPfRE, should continue with this as a priority.

7. Cyflwyniad PYCAG/ NAPfRE presentation. RE:Quest – Michael Strange.

In his introduction Mr Strange offered members free resources (DVDs) to share with teachers in their area and gave a presentation and demonstration of some of the new RE Quest online resources available on the website. The new website went live in August 2014 for KS2, 3 and 4. For Foundation Phase resources the old website is more suitable and can still be accessed. The teacher's section on the new site includes teaching ideas, multimedia resources, seasonal resources and training resources, each offering a selection of five-minute videos featuring 'real' people. The website is colour coded to ease navigation and the main topic areas include: Bible, Festivals, Issues, Jesus, Life, and People. Mr Strange urged members to ask their SACREs to inform schools of this free resource which has been rebuilt and launched as, www.request.org.uk. On the website you can request an information leaflet to distribute to schools. Michael Strange said that a Welsh version of the leaflet would also be produced. There will be some Welsh resources on the new website as well as the old website. Thanks were offered to Michael and REQuest for this valuable resource and Tania ap Sion added thanks for the inclusion of Welsh examples too.

8. Adroddiad cynhadledd CCYSAGauC / WASACRE conference report

Libby Jones and Gill Vaisey gave a presentation offering an overview of the conference, an evaluation of the outcomes and a slideshow of pictures taken during the event. Conclusions drawn were on the whole very positive and members agreed that it was most beneficial to both teachers of Religious Education and SACRE members alike. The overall question that emerged was, can WASACRE continue to develop this training in the future? Tania ap Sion asked members to consider this question. Vicky Thomas pointed out that there is a gap for this kind of training/event and asked how it is going to be filled, adding that the only forum that SACREs and teachers of RE have in Wales is WASACRE. Teachers on the chalk face who were present at the meeting were asked about their feelings regarding the lack of training available and the impact of the WASACRE conference. Comments received included: “It was a really worthwhile day”, “It was a brilliant balance for teachers on SACRE”, “It was fantastic, and the fact that the training was free was a good draw”, “The training being free was important because it meant that teachers could be released”. WASACRE Treasurer, John Mitson confirmed that the event was an excellent use of resources, costing in the region of £3000.00. Gill Vaisey urged members to consider that all the workshop providers were free on this occasion as many of the providers were also members of NAPfRE, and in future we should include some payment for this kind of work. In addition, there is a need for more administrative support, which would incur a cost if it could not be covered through member institutions. With these points in mind, all members supported the principle of WASACRE providing training in order to support local SACREs and teachers. Tania ap Sion confirmed that the WASACRE Executive are looking at future areas for training.

9. Diweddariadau / Up-dates

- (a) REQM – Phil Lord. Tania ap Sion thanked Phil for all his hard work on the Welsh REQM to make it relevant and useful in a Welsh context. Phil demonstrated the website to members and shared tips on how to navigate it. He explained that there is a particular way of getting to the Welsh part of the website for schools in Wales. Teachers must click on ‘Wales’ which is along the top bar to ensure that they do not download the schools in England version. The materials could be used to enable schools to assess themselves for free if they decided not to apply for the Quality Mark, and it also models what a good department should look like. There is a flyer available in the Welsh part of the REQM website to share in SACRE meetings and for SACREs to circulate to schools. Phil reminded members that the materials are free and urged members to draw schools’ attention to the fact the qualification is for both primary and secondary schools. It is not just for state schools, but church schools as well and schools can use it to help with the self-evaluation process regardless of whether they will apply or not. Tania ap Sion reminded members that the Welsh version of the REQM is supported and recommended by WASACRE.
- (b) Gwefan CCYSAGauC / WASACRE website – Tania ap Sion. Tania confirmed that the website has been updated and has almost all the annual reports and all the relevant resources for Religious Education from Welsh Government and Estyn on it. There is information on the conference and more resources will be going on the website from the conference including today’s presentations.

10. Datblygiadau CBAC / WJEC developments - Tudor Thomas.

GCSE and GCE reform Wales and England. Key messages from WJEC

WJEC’s role is to provide:

- qualifications that will give progression routes to the levels of skills and education that Wales will need to compete globally
- qualifications that are able to change with the times and are flexible enough to respond to Wales’ changing needs
- engaging and accessible pathways that further develop the skills that are needed for 21st century employment and for life
- qualifications which contribute to a framework for lifelong learning
- valid and reliable assessment of learners’ abilities
- support for teachers at these times of change

Awarding body deliverables are:

- regulatory requirements – specifications and specimen assessment materials
- WJEC bundle- guidance material for teachers, resources especially digital, initial support events and exam results analysis with on-line exam review support

DfE and OFCOL want to change A Level and GCSE qualifications in England including introducing a new grading system 1-9 (9 being the top grade), with no internal assessment. Although no date has been announced it is understood that the first teaching will probably start in September 2016. GCSEs will be re-written in England. A Level in England will be linear and AS will be a one (or two) year stand-alone qualification and will no longer link in to an A Level qualification. GCSE, AS and A Level will remain the same in Wales for the time being, but changes are expected. Exams in Wales will take place in June each year only.

One of the main concerns for GCE (AS and A Level) is that development is to be informed by Higher Education - the Russell Group universities in particular. RS is not considered by this group of universities to be an 'enabling' subject. Tudor Thomas reminded members that his contact details are available on the hand out and that WJEC are on twitter should anyone require further information. Tania ap Sion thanked Tudor for his presentation.

- 11. Gohebiaeth /Correspondence.** Libby Jones announced that Wyn Hobson, the WASACRE translator has retired and a letter of thanks from WASACRE has been sent to him, with confirmation of receipt from Wyn himself. Tania ap Sion drew members' attention to the years of excellent service that Wyn had given to the Association and the Association's gratitude to him. It was confirmed that Garmon Davies has taken over from Wyn as the WASACRE translator.
- 12. Enwebiadau ar gyfer y Pwyllgor Gwaith / Nominations for the Executive Committee.** Tania ap Sion explained that there have been 6 nominations so far (closing date 28 March 2014). Tania emphasised how heartening it is to see so many SACRE members showing their commitment to the Association by putting their names forward. She made two points in relation to the process:
 1. With regard to Cllr Michael Gray's place on the Executive, Tania confirmed that he will be in place until this summer's AGM, to which Cllr Gray agreed.
 2. With regard to the issue about the tie in votes and how it should be resolved, Edward Evans explained that according to the [WJEC](#) website the Chair needs to randomly and impartially choose (e.g. pin or toss a coin) between the two or more tying parties. Edward proposed that we adopt this procedure/practice, this was seconded by Rheinallt Thomas and to which members agreed. The full list of executive members along with the nominations will go out to all SACREs for the voting process so that they have the bigger picture.
- 13. U.F.A. / A.O.B.** Resources: Gill Vaisey's 'Puddles and the Christening splash'. This resource will be produced in the big book format and the standard book and there will be a special addition for the public to buy as a christening gift at the end of May 2014. The website is currently being redesigned and re-launched, on which electronic resources will be available for free. Gill explained that she has recently shared some of her resources on the TES website and this has been a very useful experience in finding out what teachers want. E.g. the jigsaw shown to members at the meeting. Unfortunately the resources will not be available in Welsh due to lack of sales for the Welsh books Gill trialled last year. Mary Parry informed members of the recent Foundation Phase resources published by 'Peniarth' which are now available.
- 14. Dyddiad y cyfarfod nesaf / Date of next meeting.**
Wednesday, 2 July 2014 in Powys Council Chamber in Llandrindod Wells.
Tania ap Sion clarified that the dates for the next six meetings will be available at the summer AGM. Libby Jones will organise this.

Tania ap Sion thanked members for a very productive meeting and gave specific thanks to the following people:

Mayor of Caerphilly, Councillor Michael Gray
 Manager for Education and Inclusion Caerphilly County Council, Keri Cole
 Translator, Rhian Powell
 Caerphilly SACRE Clerk, Emma Sullivan

RE advisor/consultant to Caerphilly Local Authority, Vicky Thomas
Michael Strange from RE Quest
Tudor Thomas from WJEC
All presenters

DRAFT

Enwebiadau ar gyfer Pwyllgor Gwaith y CCYSAGauC (Gorffennaf 2, 2014)

Nominations for the Executive Committee (2 July 2014)

Mae SAITH enwebiadau ar gyfer DWY swydd ar y Pwyllgor Gwaith.

There are SEVEN nominations for TWO positions on the Executive Committee.

1. Y Parch. Roy Watson CYSAG Blaenau Gwent

Mae'r Parch. Roy Watson yn Weinidog Methodistaidd sy'n gwasanaethu yn Abertyleri, Blaenau Gwent.

Mae profiad blaenorol a chyfredol y Parch. Watson fel a ganlyn:-

- Pennaeth AG, Ysgol Uwchradd Willows, Y Sblot, Caerdydd 1976 – 1996
- Aelod o CYSAG De Morgannwg 1992 – 1996
- Aelod o CYSAG Blaenau Gwent 1996 – presennol
- Cadeirydd y Llywodraethwyr, Ysgol Gynradd Coed-y- Garn, Nant-y-glo 1996 – presennol
- Cymdeithas Bêl-droed Cymru. Dyfarnwr Pêl-droed 1980 – 2003
- Rhan o'r Tîm o Gaplaniaid, 6ed Dosbarth, Coleg Gwent, Glyn Ebwy

Revd. Roy Watson Blaenau Gwent SACRE

Rev. Roy Watson is a Methodist Minister covering Abertillery, Blaenau Gwent.

Rev. Watson's previous and current experience is as follows:-

- Head of RE, Willows High School, Splott, Cardiff – 1976 – 1996
- Member of South Glamorgan SACRE 1992 – 1996
- Member of Blaenau Gwent SACRE 1996 – present
- Chair of Governors, Coed y – Garn Primary School, Nantyglo 1996 – present
- Welsh Football Association. Soccer Referee 1980 – 2003
- Part of Chaplaincy Team, 6th Form, Coleg Gwent, Ebbw Vale

2. Y Cynghorydd D Michael Gray CYSAG Caerphilly

Rwy'n aelod oes o'r Eglwys Fethodistaidd. Ar ôl bod yn athro Ysgol Sul, rwy'n Bregethwr Lleol Trwyddedig yn yr Eglwys Fethodistaidd, yn organydd eglwys, ac yn swyddog eglwys ar lefelau ardal, rhanbarthol a chenedlaethol, yn ogystal â bod yn Gydlynnydd Cymorth Cristnogol Lleol, yn gyn-Ysgrifennydd a chyn-Gadeirydd fy nghanen leol o 'Eglwysi Ynghyd', ac yn aelod cyswllt o CYTUN .

Rwy'n Gynghorydd ar Gyngor Bwrdeistref Sirol Caerffili, ac yn Gadeirydd Pwyllgor CYSAG Cyngor Bwrdeistref Sirol Caerffili, ac rwyf wedi cynrychioli CYSAG CBSC ar GCYSAGauC ers 1996.

Rwy'n gyn-aelod o Bwyllgor Gwaith CCYSAGauC, ac yn gyn-Is-gadeirydd (2008-2009) a chyn-Gadeirydd (2009-2011) CCYSAGauC, ac rwy'n dymuno cynnig i Bwyllgor Gwaith CCYSAGauC fy mhrofiad hir o gefnogi a hybu Addysg Grefyddol mewn ysgolion ledled Cymru.

Councillor D Michael Gray Caerphilly SACRE

I am a lifelong member of the Methodist Church, having been a Sunday school teacher I am an accredited local Preacher of the Methodist Church, church organist, and church officer at local, regional & national level, also area Christian - Aid Coordinator and past Secretary , Chairman of my 'ChurchesTogether' and affiliated to CYTUN .

I am a Caerphilly County Borough Councillor, Chairman of Caerphilly County Borough Council SACRE Committee and represented CCBC SACRE on WASACRE since 1996, up to the present date.

I am a past member of the WASACRE Executive Committee and also past Vice - Chairman (2008 - 2009) and Chairman of WASACRE (2009 - 2011), and wish to offer the WASACRE EXECUTIVE my long experience of supporting and projecting Religious Education throughout the schools of Wales.

3. Wyn Myles Meredith CYSAG Gwynedd

Yr wyf yn dymuno gwasanaethu ar Bwyllgor Gwaith CCYSAGC oherwydd fy mod yn ymroddedig i waith CYSAG Gwynedd yn lleol a thrwy hyn wedi mynychu a chefnogi Cymdeithas CYSAGau Cymru ers 1996 yn fy swyddogaeth fel Aelod o Gyngor Gwynedd hyd nes i mi ymddeol yn 2008. Ers hynny, yn rhinwedd fy swydd fel Stiward Cylchdaith Meirion a Dyfi 'rwyf wedi cynrychioli'r Eglwys Fethodistaidd fel cynrychiolydd enwadol.

Tra yn Aelod ar Gyngor Gwynedd rwyf wedi gwasanaethu ar sawl pwyllgor. Teimlaf bod fy mhrofiad ar y Pwyllgor Addysg ac yn Llywodraethwr yn golygu fy mod yn deall yr heriau sy'n wynebu ysgolion cynradd ac uwchradd yr ardal. Rwyf yn edmygu ymroddiad Athrawon Addysg Grefyddol a Phenathiaid Ysgolion wrth iddynt gyflwyno Addysg Grefyddol ystyrlon i blant a phobl ifanc. 'Rwy'n ymwybodol hefyd o'u hymdrechion clodwiw i sicrhau bod sesiynau addoli ar y cyd yn berthnasol i'w byd.

Wyn Myles Meredith Gwynedd SACRE

I wish to serve on the WASACRE Executive Committee as I am committed to the work of Gwynedd SACRE locally and have attended and supported the Welsh Association of SACREs since 1996 in my role as a Member of Gwynedd Council until my retirement in 2008. Since then, as part of my office as the Circuit Steward to the Meirion and Dyfi Area I have represented the Methodist Church as a denominational representative.

Whilst I was a member of Gwynedd Council I served on several committees. I feel that my experience on the Education Committee and as a School Governor means that I understand the challenges facing primary and secondary schools in the area. I admire the commitment of Religious Education Teachers and School Heads when they introduce meaningful Religious Education to children and young people. I am also aware of their praiseworthy efforts to ensure that corporate worship sessions are relevant to their world.

4. Y Cyng. Ernie Galsworthy CYSAG Merthyr Tudful

Bûm yn aelod o GYSAG ers Mai 2012, wedi i mi gael fy ethol i'r cyngor. Cyn hynny bûm yn gyngorydd rhwng 1987 a 2004, a gwasanaethais ar GYSAG Merthyr Tudful yn ystod y cyfnod hwn a mynychu cyfarfodydd CCYSAGauC yn ogystal.

Cefais fy magu mewn amgylchedd Bedyddwyr Cymreig, a than yr oeddwn yn 5 oed bûm yn byw gyda'm mam-gu, Cymraes nad oedd, yn anffodus, wedi dysgu Cymraeg i fy mam ond a wnaeth ei gorau i'm haddysgu i yn yr iaith. Wedi ei marwolaeth, fodd bynnag, collais yr iaith, ac ni ailafaelais ynnddi tan y 1990'au hwyr pan fynychais gwrs WLPAN ym Mhrifysgol Caerdydd.

Rwy'n coleddu safbwynt heddychol, a'm harwyr yw Mahatma Gandhi, John Lennon ac Iesu Grist. Yr oeddynt ill tri'n heddychwyr, a chafodd y tri eu diwedd trwy drais. Mae bod yn heddychwyr yn ddull peryglus o fyw, ac weithiau mae angen dewrder i fyw buchedd o'r fath.

Rwyf hefyd yn gynrychiolydd y cyngor ar y Pwyllgor Awdurdodau Lleol Di-niwclear; rwy'n credu bod hynny'n adlewyrchu fy nymuniad i fyw mewn heddwch.

Yr oedd fy nhri arwr yn Hindŵ, yn anffyddiwr ac yn Gristion. Er nad wyf yn cyd-fynd yn llwyr â safbwyntiau fy arwyr, mae gennyf barch mawr tuag atynt, ac rwy'n credu bod parch tuag at bob crefydd yn sylfaenol i heddwch byd-eang.

Councillor Ernie Galsworthy Merthyr Tudfil SACRE

I have been a SACRE member since May 2012 after I was elected to council. I was previously a councillor from 1987 until 2004, and served on Merthyr Tydfil SACRE during this period and also attended WASACRE meetings.

I was brought up in a Welsh Baptist environment and until the age of 5 lived with my grandmother, a Welsh speaker, who unfortunately did not teach Welsh to my mother although, did her best to teach

me. Consequently after her death I lost the language and did not pick it back up again until the late 1990's when I attended a WPLAN course at Cardiff University.

I hold pacifist views and my great heroes are Mahatma Gandhi, John Lennon and Jesus Christ, All three were pacifists and met violent deaths. Being a pacifist is a dangerous way of living and sometimes courage is needed to live this life.

I am also the council representative on the Committee of Nuclear Free Local Authorities which I believe reflects how I wish to live in peace.

My three heroes were a Hindu, an atheist and a Christian. While I do not believe totally in the views of my heroes I have great respect for them and it is respect for all religions which I believe is fundamental for world peace.

5. Gill Vaisey CYSAG Sir Fynwy

Gill Vaisey, Ymgynghorydd Addysg Grefyddol

Mae Gill Vaisey yn athrawes gymwysedig ac yn Ymgynghorydd Addysg Grefyddol sy'n arbenigo mewn addysg gynradd ac addysg y blynyddoedd cynnar.

Ar ôl astudio ar gyfer ei gradd B.Add. Anrh, gydag Astudiaethau Crefyddol fel ei phwnc arbenigol, bu'n addysgu plant oed cynradd cyn ymgymryd â swydd fel Athrawes Ymgynghorol ar gyfer Addysg Grefyddol yng Ngwent a chyflawni swydd debyg wedyn gyda Morgannwg Ganol. Ers 1996 mae Gill wedi bod yn ymgynghorydd llawrydd llwyddiannus sy'n rhoi hyfforddiant a chymorth i ALLau, Esgobaethau ac ysgolion ledled Cymru a Lloegr ac mae bellach yn adnabyddus yn genedlaethol am ei gwaith gyda phlant yn y Blynyddoedd Cynnar.

Gill yw'r ymgynghorydd proffesiynol i CYSAGau Blaenau Gwent a Sir Fynwy ac mae'n cael ei henwebu gan Sir Fynwy i fod ar Bwyllgor Gwaith CCYSAGAUC.

Mae ei phrofiad perthnasol yn cynnwys:

- Aelod gweithgar o Gymdeithas CYSAGAU Cymru ers ei sefydlu
- Wedi bod yn darparu arbenigedd proffesiynol i CYSAGau Blaenau Gwent a Sir Fynwy ers 1996
- Wedi ysgrifennu Meysydd Llafur Cytûn ar gyfer AG a deunydd cymorth, cynllunio ac asesu cynhwysfawr cysylltiedig i athrawon ar gyfer sawl Awdurdod Lleol yng Nghymru
- Hyfforddiant a gwaith ymgynghorol rheolaidd ar gyfer athrawon cynradd ac ymarferwyr y blynyddoedd cynnar ledled Cymru a Lloegr
- Rhoi hyfforddiant a chyngor i Awdurdodau Lleol ac Esgobaethau Eglwysig ledled Cymru a Lloegr

- Aelod o'r Panel Ymgynghorol Cenedlaethol Addysg Grefyddol, y bu'n gadeirydd arno am dair blynedd
- Cynhyrchu llyfrau ac adnoddau i athrawon ar gyfer Cyfnod Allweddol 1 a gomisiynwyd gan ACCAC
- Chwarae rhan a rhoi cymorth yn uniongyrchol gyda phrosiectau amrywiol gan yr Adran Addysg a Sgiliau
- Cynhyrchu a chyhoeddi adnoddau am ddim ac i'w prynu (Books at Press) i gefnogi Cwricwlwm y Cyfnod Sylfaen yng Nghymru a chwricwlwm EYFS a CA1 yn Lloegr
- Cysylltiadau clòs ag ystod eang o gymunedau ffydd a chynrychiolwyr unigol
- Aelod o Gymdeithas Ymgynghorwyr ac Arolygwyr AG y DU (AREIAC) ac aelod o'r pwyllgor gwaith gan gynrychioli Cymru am bedair blynedd a darparu seminarau'n rheolaidd ar gyfer ei haelodau

Yr ethos sy'n sail i'w hymgyngoriaeth yw hybu a chefnogi rhagoriaeth mewn addysg grefyddol mewn ysgolion a sefydliadau addysgol. Byddai Gill yn falch o gael cefnogi a rhannu ei harbenigedd gyda Phwyllgor CCYSAGAUC.

Gill Vaisey Monmouthshire SACRE

Gill Vaisey, Religious Education Consultant

Gill Vaisey is a qualified teacher and Religious Education Consultant specialising in primary and early years education.

After studying for her B.Ed. Hons. Degree, with Religious Studies as her specialist subject, she taught primary age children before taking up a post as Advisory Teacher for Religious Education in Gwent followed by a similar post with Mid Glamorgan. Since 1996, Gill has been a successful freelance consultant providing training and support for LAs, Dioceses and schools across Wales and England and is now a nationally known figure for her work with Early Years children.

Gill is the professional consultant to Blaenau Gwent and Monmouthshire SACREs and is being nominated by Monmouthshire for a place on the WASACRE Executive Committee.

Relevant experiences include:

- An active member of the Welsh Association of SACREs since its inception
- Providing professional expertise to Blaenau Gwent and Monmouthshire SACREs since 1996
- Writing Agreed Syllabuses for RE and accompanying comprehensive teachers' support, planning and assessment material for several Local Authorities in Wales
- Regular training and consultancy for primary teachers and early years practitioners across both Wales and England

- Providing training and advice to Local Authorities and Church Dioceses across Wales and England
- A member of the National Advisory Panel for Religious education, of which she was chairperson for three years
- Producing Key Stage 1 books and teachers' resources commissioned by ACCAC
- Direct involvement and support with various DfES projects
- Producing and publishing free and purchasable resources (Books at Press) to support the Foundation Phase Curriculum in Wales and the EYFS and KS1 curriculum in England
- Close links with a wide range of faith communities and individual representatives
- A member of the UK Association of RE Advisers, Inspectors and Consultants (AREIAC) and executive committee member representing Wales for four years and regularly providing seminars for its members

The ethos behind her consultancy is to promote and support excellence in religious education in schools and educational establishments. Gill would be pleased to support and share her expertise with the WASACRE Committee.

6. Vicky Thomas CYSAG Torfaen

- Rwyf wedi bod yn gwasanaethu ar y Pwyllgor Gwaith am nifer o flynyddoedd a hoffwn barhau fel aelod o'r Pwyllgor Gwaith am fy mod yn credu'n gryf bod gennyf lawer i'w gynnig o hyd i'r Gymdeithas a CYSAGau Cymru. Y Gymdeithas yw llais CYSAGau yng Nghymru sy'n brwydro'n galed i gynnal a gwella sefyllfa AG ac Addoli ar y Cyd mewn ysgolion. Mae'r cwricwlwm ysgolion yn newid yn gyflym a chredaf y gall fy mhrofiad fod o fudd i'r Gymdeithas wrth ofalu am fuddiannau CYSAGau ac ysgolion.
- Rwyf wedi bod yn Ymgynghorydd AG am dros 20 mlynedd ac ers ymddeol yn gynnar yn haf 2012 rwy'n gweithio fel Ymgynghorydd i CYSAGau Caerffili, Casnewydd, Torfaen ac Abertawe.
- Rwyf wedi bod yn chwarae rhan weithgar yng ngweithgareddau CCYSAGAUC ers ei sefydlu gan roi nifer o gyflwyniadau i CCYSAGAUC. Rwyf wedi cynrychioli'r Pwyllgor Gwaith yn eu cyfarfod(ydd) blynyddol gyda'r Gweinidog Addysg neu gynrychiolwyr Llywodraeth Cymru. Yn wir fe wnaeth y ddau gwestiwn a ofynnais i'r Gweinidog – sef galw am gyllid i ddisgyblion Cymru ar gyfer yr ymweliad blynyddol Gwersi o Auschwitz a'r Adolygiad o AG Uwchradd gan Estyn (Hydref 2013) – ill dau sicrhau cefnogaeth Llywodraeth Cymru.
- Rwy'n cynrychioli'r Pwyllgor Gwaith ar Grŵp Rhanddeiliaid Estyn, gan fynychu cyfarfodydd ac adrodd yn ôl wrth CCYSAGAUC.

- Rwyf wedi chwarae rhan fawr yn y broses o ysgrifennu dogfennau'r maes llafur cytûn a deunyddiau cymorth ac rwy'n cynghori athrawon ynghylch rhoi'r maes llafur cytûn ar waith ac ynghylch addysgu AG yn effeithiol.
- Rwyf wedi gwasanaethu ar nifer o weithgorau sy'n cydweithio gyda'r Adran Addysg a Sgiliau ac wedi gwasanaethu ar y gweithgor ar gyfer AtGyfnertu sy'n helpu i gynyddu hyder athrawon wrth ymdrin â materion cynhennus.
- Rwy'n arolygydd ysgolion cymwysedig ac wedi arolygu nifer o ysgolion cynradd ac uwchradd dan gontract i Estyn.
- Rwy'n dal i fod yn frwd dros Addysg Grefyddol fel pwnc a'r hyn y gall ei ychwanegu at y cwricwlwm a dealltwriaeth plant a phobl ifanc.

Vicky Thomas Torfaen SACRE

- I have served on the Executive committee for a number of years and wish to continue as an Executive member because I strongly believe that I still have much to offer the Association and the SACREs of Wales. The Association is the voice of SACREs in Wales who are fighting hard to retain and improve the position of RE and Collective worship in schools. The school curriculum is rapidly changing and I believe that my experience can be of benefit to the Association in serving the interests of SACREs and schools.
- I have been an RE Adviser for over 20 years and since early retirement in Summer 2012 act as a Consultant Adviser for Caerphilly, Newport, Torfaen and Swansea SACREs.
- I have taken an active role in WASACRE activities since its inception making a number of presentations to WASACRE. I have represented the Executive in their annual meeting/s with the Minister for Education or WG representatives. In fact the two questions that I have put to the Minister - namely Wales' pupils to receive funding for the annual Lessons from Auschwitz visit and the Review of Secondary RE by Estyn (Autumn 2013) – both secured Welsh Government support.
- I represent the Executive on the Estyn Stakeholders group, attend meetings and report back to WASACRE.
- I have been very involved in the writing of agreed syllabus documents and support materials and advise teachers on implementing the agreed syllabus and on teaching RE effectively.
- I have served on a number of working groups that work collaboratively with DfES and served on the working party for REsilience which helps to increase teacher confidence in dealing with contentious issues.
- I am a qualified inspector of schools and have conducted a number of inspections both primary and secondary under Estyn contract.

- I continue to be passionate about Religious Education as a subject and what it can bring to the curriculum and the understanding of children and young people.

7. Dafydd Treharne CYSAG Bro Morgannwg

1966 Pennaeth Adran AG a Dyniaethau mewn ysgol gyfun.

1974-96 Ymgynghorydd dros AG, Addysg Cyfrwng Cymraeg a Gofal Bugeiliol dros

AALI De Morgannwg ac yna yn ddiweddarach AALI Bro Morgannwg.

Ar hyn o bryd aelod cyfetholedig grŵp lliwio Mudiad Addysg Grefyddol Cymru (MAGC)

1992- 2010 Arolygydd Tim gydag Estyn ar AG, Y Gymraeg a Gofal Bugeiliol

1996 - Aelod o 'CYSAG' Bro Morgannwg

2010 -2013 Aelod o 'Cymdeithas CYSAGau Cymru'

1996-2012 Cadeirydd Llywodraethwyr ysgol gynradd Gymraeg yn y Fro, bellach in Is Gadeirydd.

2010 - Llywodraethwr Sylfaen mewn ysgol gynradd yr Eglwys yng Nghymru

2010- Warden (y Rheithor) Eglwys Ioan Fedyddiwr, Llanfleiddan, Y Bont-faen.

2013 -Vale of Glamorgan Governors Association representative on Governors Wales.

Dafydd Treharne Vale of Glamorgan SACRE

1966-1974 Head of RE and Humanities in a comprehensive school.

1974 -1996 Adviser for RE, Welsh medium education and Pastoral Care for South Glamorgan LEA and then the Vale of Glamorgan LEA.

1992- 2010 Team Inspector for ESTYN in RE, Welsh and Pastoral Care

Currently Co-opted Member of Religious Education Movement Wales (REMW)

1996 Member of Vale SACRE

2010- 2013 Member of WASACRE executive nominated by Vale SACRE.

1996-2012 Chairman of Governor in Welsh medium primary school - presently deputy chairman.

2010 Foundation Governor in CinW Primary school.

2010 Church (Rector's) Warden in St John the Baptist, Llanblethian, Cowbridge

2013 Vale of Glamorgan Governors Association representative on Governors Wales.