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**Gwasanaeth Democratiaeth
Democracy 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, 11 CHWEFROR 2015

2.00 p.m. WEDNESDAY, 11 FEBRUARY 2015

Lleoliad / Location

Siambr Hywel Dda

Swyddfa'r Cyngor

CAERNARFON

Pwynt Cyswllt / Contact Point

GLYNDA O'BRIEN

01341 424 301

Dosbarthwyd: 03.02.15

CYNGOR YMGYNGHOROL SEFYDLOG ADDYSG GREFYDDOL STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

AELODAETH / MEMBERSHIP (7)

Plaid Cymru (3)

Y Cynghorwyr/Councillors

Selwyn Griffiths

Seddi Gwag (2)

Annibynnol / Independent (2)

Y Cynghorwyr / Councillors

Tom Ellis

Jean Forsyth

Llais Gwynedd (2)

Llywarch Bowen Jones

Gwenno Glyn

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 - Dr W Gwyn Lewis
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. **APOLOGIES**

To receive apologies for absence.

3. **DECLARATION OF PERSONAL INTEREST**

4. **MINUTES**

The Chairman shall propose that the minutes of the meeting of SACRE held on 22 October 2014 be signed as a true copy.

(Copy herewith - White Paper)

5. **URGENT ITEMS**

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

6. **SCHOOLS' SELF-EVALUATION**

(a) To receive, for information, the monitoring form in respect of schools' self-evaluation for the October 2014 to Spring 2015 period.

(Copy herewith – Lilac Paper)

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

- (i) Ysgol Y Gorlan
- (ii) Ysgol Dyffryn Ardudwy
- (iii) Ysgol Y Garreg
- (iv) Ysgol Bro Tryweryn

(Copies herewith – Cream Paper)

7. **PRESENTATIONS**

To welcome representatives from the schools noted below to give a presentation on Religious Education activities within their schools:

- (j) Ysgol Crud y Werin
- (iii) Ysgol Edern

8. **UP-DATE OF THE NATIONAL CURRICULUM**

To receive a verbal report by GwE's Challenging Advisor on the above.

9. **GWYNEDD SACRE ACTION PLAN 2014-15**

To consider Gwynedd SACRE's action plan for 2014-15.

(Copy herewith – Yellow paper)

10. **WALES ASSOCIATION OF SACRE**

(a) To receive the draft minutes of a meeting of the Association held on the 26 November 2014 in Torfaen.

(Copy enclosed – Green paper)

(b) To note that the next meeting of the Association will be held on 6 March 2015 in Port Talbot.

11. **ANNUAL REPORT 2013/14 – GWYNEDD SACRE**

To receive, for information, the final copy Gwynedd SACRE's Annual Report.

(Copy enclosed separately)

**S.A.C.R.E. – STANDING ADVISORY COUNCIL
ON RELIGIOUS EDUCATION
22.10.14**

Present:

Councillor Selwyn Griffiths - Chairman

Gwynedd Council Members: Councillors Tom Ellis, Jean Forsyth, Mair Rowlands.

Christians and Other Faiths: Mr Wyn Myles Meredith (Methodist Church), Mrs Ruth Davies (Welsh Baptists Union), Mrs Eirian Bradley-Roberts (Catholic Church).

Co-opted Member: Mr Rheinallt Thomas

Teachers: Mrs Miriam Amlyn (NAS/UWT)

Officers: Mr John Blake (Temporary SACRE Clerk) and Glynda O'Brien (Members' Support and Scrutiny Officer).

GwE: Miss Bethan James (GwE System Leader),

Apologies: Cllr. Llywarch Bowen Jones, Mr Noel Dyer (UCAC) and Mrs Alwen Watkin (ASCL).

1. PRAYER

The meeting was opened with a prayer from Councillor Selwyn Griffiths.

2. WELCOME

The following were welcomed to the meeting:

- (i) Cllr. Mair Rowlands to her first and last SACRE meeting, as she had been appointed to the Council's Cabinet – she was congratulated and best wishes were extended to her.
- (ii) Mr John Blake in his role as temporary Gwynedd SACRE Clerk, following the retirement of Mr Ken Robinson

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 meeting of this committee held on 25 June 2014 as a true record.

5. DRAFT GWYNEDD SACRE ANNUAL REPORT 2013-14

The Draft Gwynedd SACRE Annual Report for the 2013-14 academic year was presented for members' approval, prior to the publication of the final report.

(A) Miss Bethan James explained that the purpose of the Annual Report was to summarise the work undertaken by SACRE over the previous year and it was important that the recommendations within the report were drawn to the Cabinet's attention. Members were reminded of what had been agreed previously i.e. naming schools that submit self-evaluations as well as those schools who do not. Further attention was drawn to the main responsibilities of SACRE namely, to scrutinise school self-evaluations and it was seen that the quality of the self-evaluations had improved over the last year. Guidance was given to schools to submit self-evaluations and although requests and several telephone calls by the SACRE Clerk had to be made to schools to submit them, perhaps in future a specific structure to achieve this would have to be considered. In light of the changes to the ESTYN inspection framework, schools can receive 3 to 4 weeks' notice of inspection and therefore it is necessary for SACRE to determine a timetable and a self-evaluation system in order that every school is aware of the expectations and to facilitate opportunities for teachers to share good practice in the field of religious education and collective worship. It was suggested that one primary / one secondary school should be invited to share experiences / good practice with SACRE in order to learn from them and ensure that SACRE achieves its duties effectively. Miss Bethan James added that she could conduct hour surgeries for schools once a term if the authority's officers so wished, in order to facilitate arrangements to develop self-evaluations.

During the ensuing discussion on the above, the following points were highlighted:

- That receiving a presentation from schools following an inspection would be of benefit to SACRE in order that they could be aware of how schools respond to action points.
- It was important not to duplicate work for teachers bearing in mind that every Department Head filled in an on-line template with KS3/4 results, and would it be possible to attach the information for SACRE self-evaluations
- Was it possible to facilitate opportunities to share good practice in Religious Education through school to school partnership arrangements
- Concern regarding the last clause of the recommendations on page 9 of the report namely 'invite religious education co-ordinators to present their work to SACRE members'.

Miss Bethan James drew attention to the recommendations that appeared on page 14 of the annual report that referred to a suggestion for SACRE members to visit schools to attend collective worship sessions and to visit Religious Education Departments to discuss this with the coordinator. The suggestion was welcomed by several Members, and there had been a very positive response by Anglesey SACRE who had already adopted the system of schools inviting SACRE Members to attend collective worship sessions.

In response to a suggestion of formalising self-assessments and inviting SACRE members to attend collective worship sessions, concern was noted that the situation in secondary schools was totally different to the primary sector due to two aspects i.e. that Religious Education was considered as a subject on one hand, and collective worship was an assembly and it was not the Religious Education coordinator who would be responsible for the service. Miss Bethan James added that there was a statutory requirement regarding collective worship and that services vary in schools – some were collective and

daily and others at different times took place in classrooms and could occur at any time of the day. It was stressed that when SACRE members visit at the invitation of schools that the schools were not expected to prepare any specific service for them.

In response to a query by a Member regarding how many schools invite Ministers to hold services, it was explained that this depended on Head teachers and also the Ministers. There were areas where Ministers conduct services regularly.

Resolved: (a) To accept and note the contents of the annual draft report for 2013/14.

(b) To approve the recommendations in the report and take note of the concern highlighted regarding the last clause of the recommendations on page 9 of the report.

6. SCHOOLS' SELF-EVALUATIONS

(a) The SACRE Clerk guided Members through the information submitted and the summary of school findings and it was seen that 5 primary schools had been inspected by ESTYN during the 2014 summer term. Further reference was made to extracts within ESTYN reports referring to Religious Education, collective worship, moral and spiritual development but also other aspects such as personal, cultural and social education.

(b) Attention was drawn to the English translation that the self-evaluation reports for Llanbedrog and Talsarnau schools had been received although they had not been ticked on the page.

(c) Members were guided through the following self-evaluations by referring to three questions, namely:

1. How good are outcomes in Religious Education?
2. How good is provision in Religious Education?
3. How good is provision for collective worship?

(i) Ysgol Llanbedrog

The school noted that the following matters had received attention in connection with the above key questions:

1. Continue to develop the children's knowledge, awareness and understanding of religions and religious customs.
2. Introduce more numeracy work via Religious Education.
Organise more visits e.g. to see various places of worship and Coleg y Bala.
3. Children to take more of a part in daily worship e.g. create impromptu prayers, perform a short play etc.

(ii) Ysgol Crud y Werin

The school noted that the following matters had received attention in connection to the 3 key questions:

1. Foundation Phase
 - Continue to develop vocabulary and the ability of pupils to question, offering them opportunities to express a view by the top of the Foundation Phase

- Develop an understanding of the impact of religion on the lives of believers by the end of the Foundation Phase

KS2

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

2. Foundation Phase

- Continue to offer a wide range of interesting and valuable experiences within the plans
- Teachers to continue to jointly-discuss and be aware of new resources available e.g., in ICT
- Continue to encourage children to develop thinking skills

KS2

- Continue to develop challenging and extensive tasks for the more able pupils in each class
- Continue to set Success Criteria and give children an opportunity to reflect on the learning
- Need to develop links with further religious communities e.g. visit a mosque

3. Emulate excellent practice in every service
Ensure that class/department (FP) Collective Worship conforms to the regulations and requirements.
Ensure that responsibilities have been shared and all staff understand their responsibilities in relation to Collective Worship.

(iii) **Ysgol Edern**

The school noted that the following issues received attention in connection with the key questions:

1. Continue to present assessment aspect for learning in the lessons
2. Ensure the finance and current expertise are in place in order to continue Good provision here needs to be retained
Continue to present aspects of Assessing in Learning in the lessons in accordance with the school's SDP
3. Following evaluation by the children, the older pupils want more of a part in the assembly services (this commenced in Easter 2014)
Many of the children (30%) thought that the collective assemblies were too long - this has been adapted since Easter 2014
Create celebration and success exhibitions in the hall.

(iv) **Ysgol Talsarnau**

The school noted that the following issues received attention in connection to the key questions:

1. Develop more opportunities for extended writing for older KS2 pupils in order to ensure the depth of their understanding
2. Ensure that there are sufficient opportunities to discuss other religions apart from Christianity

3. Ensure more opportunities for the pupils to participate and contribute to whole school assemblies.

Resolved: To accept and note the contents of the inspections and the self-evaluations.

7. TEACHER ASSESSMENTS AND RESULTS OF EXTERNAL EXAMINATIONS IN THE SECONDARY SECTOR

(a) Miss Bethan James, GwE System Leader, submitted the assessments of Departments regarding pupils' attainment on the basis of the year's work, specific assessment tasks and tests using the findings of the national moderation programme and Welsh Government guidance to verify their judgements.

(b) It was noted that via the above data it was possible to compare the performance of Gwynedd schools with that of schools in Anglesey and Conwy.

(c) From the assessment, the main messages seen were:

- 94.2% of Gwynedd KS3 pupils attained Level 5+ in Religious Education
- 61.9% of Gwynedd's KS3 pupils attained Level 6+ in Religious Education, 6.6% fewer than in 2013.
- 21.1% of Gwynedd's KS3 pupils attained Level 7+ in Religious Education, 3.8% fewer than in 2013.
- Level 3 or lower was awarded to pupils in 5 schools.
- 4 pupils in Gwynedd were awarded Level 8 in Religious Education.

(ch) It was noted by a Member in response to the above data, that the data systems were not easy and varied with some levels being inputted in a different format.

(d) In terms of Religious Education GCSE results, it was noted that the results were good and it was proposed to re-visit the data during next term.

Resolved: To accept and note the contents of the report.

8. DRAFT SACRE ACTION PLAN 2014-15

(a) The draft Gwynedd SACRE action plan for 2014-15 was submitted and it was explained that the Welsh Government was expecting every SACRE in Wales to present annual reports. One of the recommendations was that the SACREs should self-evaluate themselves by asking to what extent they have an impact on:

1. Developing good leadership in Religious Education and collective worship
2. Closing the gap between standards attained by boys and girls at GCSE
3. Updating Religious Education teachers' knowledge e.g. Welsh government guidance documents, ESTYN
4. Facilitating good quality collective worship

(b) Within the action plan there were practical steps to be taken and Members were asked in pairs to discuss the outcomes - and the following points were noted that correspond to the above matters:

1. The need to share good practice in SACRE meetings inviting schools to present their best practices
2. That Religious Education teachers feel isolated and do not get opportunities to go on courses/training as in the past; are not aware of changes; cases where good practice cannot be shared as no Religious Education twin is available.
3. That so many e-mail reach schools; many changes by ESTYN
4. The importance of visiting schools to see the quality of collective worship and for SACRE Members to gain a better understanding

(c) It was noted that the action plan would be submitted to every meeting in the future in order that it was possible to reach an opinion on the effectiveness of SACRE Members.

Resolved: To accept and approve the action plan and ensure that it is presented in every future SACRE meeting.

9. WALES ASSOCIATION of SACREs

(a) Minutes of the previous meeting

Minutes of a meeting of the Wales Association of SACREs that took place on 2 July 2014 in Llandrindod Wells were submitted.

Stemming from the minutes:

- (a) A reference was made that representation at the meeting was disappointing;
- (b) That there was no Religious Education Adviser operating in Wales now;
- (c) That Gwynedd Council needed to re-join and pay the membership fee in accordance with the usual procedure;
- (ch) Vicky Thomas and Gill Vaisey were elected as members of the Executive Committee.

Resolved: (a) To accept and note the above.

(b) That Gwynedd Council re-joins the Wales SACRE Association and pays the membership fee in accordance with the usual procedure.

The meeting commenced at 2.00 pm and concluded at 3.50 pm.

CHAIRMAN

Monitoring October 2014 – Spring 2015

Every school is asked to provide a self-evaluation report on the standards of religious education and collective worship for Gwynedd SACRE. We try to ensure that the monitoring programme corresponds to the ESTYN inspection programme. The reports received are attached together with a summary or the findings in the following tables:

Secondary Schools	SE Report	School finding			Estyn Report	Date	Estyn Finding
		KS1	KS2	Collective Worship			
Spring 2015							
Dyffryn Nantlle						26/1/15	

Primary Schools	SE Report	School Findings			Estyn Report	Date	Estyn Finding
		KS1	KS2	Collective Worship			
Summer 2014							
Y Gorlan	√	Good	Good	Good	√	5/14	Good
Autumn 2015			Good				
Dyffryn Ardudwy	√	Good	Good	Good	√	9/14	Good
Y Garreg	√	Good	Good	Good	√	10/14	Good
Bro Tryweryn	√	Good	Good	Excellent	√	11/14	Good
Yr Eifl						12/14	
Felinheli						12/14	
Spring 2015							
Coed Mawr						12/1/15	
Dolgellau						19/1/15	
Bro Plennydd						2/2/15	
Tanygrisiau						9/2/15	

Special Schools	SE Report	School Finding			Estyn Report	Date	Estyn Finding
		KS1	KS2	Collective Worship			

During the 2014 Autumn term five primary schools, no secondary schools and no special schools were inspected by Estyn. It is anticipated that another four schools as well as one secondary school will be inspected during the current term.

The following extracts have been taken from the Estyn inspection reports and refer to Religious Education (unlikely), collective worship, spiritual and moral development and also other aspects such as personal, cultural and social education:

Observations by Estyn:

Ysgol y Gorlan (May 2014)

Care, support and guidance: Good

The school provides several valuable opportunities to promote the pupils' spiritual, moral, social and cultural development. Regular opportunities are also given for pupils to understand the importance of caring for those less fortunate than themselves.

Dyffryn Ardudwy (September 2014)

Care, support and guidance: Good

The school is an inclusive community giving good support to all pupils at the school. Staff provide suitable support for these pupils and ensure they receive full access to all aspects of school life. Staff plan a range of interesting activities that appropriately promote the pupils' spiritual, moral, social and cultural development.

Y Garreg (Autumn 2014)

Care, support and guidance: Good

The school is a caring community where adults and pupils show care and respect to each other and to others very well. The school promotes the pupils' spiritual, moral, social and cultural development successfully.

Bro Tryweryn (November 2014)

Care, support and guidance: Good

The corporate worship sessions contribute well towards the pupils' spiritual and personal development. The regular opportunity given to pupils to participate in community activities has a positive impact on the development of their social skills. The high priority given by the school to the welfare and safety of pupils creates an inclusive community. Staff manage to create a caring environment that responds positively to the educational and personal needs of every pupil.

Yr Eifl (December 2014)

Care, support and guidance:

Felinheli (December 2014)

Care, support and guidance:

Spring Term 2015

Coed Mawr (January 2015)

Care, support and guidance:

Dolgellau (January 2015)

Care, support and guidance:

Secondary, Dyffryn Nantlle (January 2015)

Care, support and guidance:

Bro Plennydd (February 2015)

Care, support and guidance:

Tanygrisiau (February 2015)

Care, support and guidance:

Religious Education

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

*Self-evaluation is based on lesson observations, evaluations of pupils' work and interviews with pupils.

*Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results.

References ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education

Standards in Religious Education – progress in learning

- Religious Education has not appeared to be a priority within the HA recently, as it is not considered to be a concern. However, a member of staff and one of the School Governors have a specific responsibility for this field.
- Estyn stated (Summer 2014) that the majority of pupils across the school behave well, show courtesy, care and respect to each other, staff and visitors. They feel safe at school and are confident that they can turn to anyone for help if required. This is considered as good evidence of explicit Religious Education.
- Recently, more opportunities have been seen to present and develop literacy via Religious Education.
- The classes offered opportunities to develop more of the children's understanding of other religions (e.g. Sikhism and the link with the story of the creation that is similar in every religion) together with Christian religion in the work plans.
- Opportunities are given within every class to present various aspects e.g. Judaism in Yr. 5 and 6, The Wisdom of Solomon as a drama workshop in Yr. 3 and 4, questioning Father Dylan about his work in Yr. 1 and 2 and the Christening of a Baby with Reverend Iwan Llywelyn in Reception/Nursery Class.

Areas for Development

- Bring aspects of Religious Education to the attention of children regularly in the classroom. Raise awareness of this generally.
- Receive guidance from the County Adviser to look at work plans and give information on various activities together with Thinking Skills tasks within the subject.

We have come to the opinion that the skills and progress of the majority of pupils across the school are developing effectively within Religious Education = Good

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

- Self-evaluation should consider the following indicators: the time given to the subject, knowledge of subject, expertise and professional development of teachers, adequacy of the study programme and the range of learning resources used.
- Evaluation of lesson observations and pupils' work allows the heads and department heads to arrive at an opinion regarding the quality of education in Religious Education lessons within the school and the extent that pupils are motivated and encouraged to attain high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for learners in the Foundation Phase as well as Religious Education in 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 for Religious Education

The teaching: planning and range of strategies

- The teachers are confident to present Religious Education in the classroom and the children are full of enthusiasm.
- The children are confident to talk of familiar Bible stories and enjoy the dramatization of the stories and also learn fine sayings. The majority of the pupils can play a role or re-create a section of the familiar stories.
- The teachers are very confident in the teaching of Religious Education. They are challenged when collaborating with a 'discussion partner' to discuss religious symbols as well as investigating on their own i.e. religious places/customs. Estyn stated (Summer 2014) regarding the teaching generally, "they use a suitable range of resources including ITC equipment successfully to support the learning. All the teachers question the

children in detail in order to extend the pupils' understanding".

- Having studied religion in Wales the pupils show a pride in their Welshness and heritage.
- The teachers and classroom assistants model suitable language for Religious Education lessons and extend the vocabulary of a specific subject.
- KS2 learners at the school visit Coleg y Bala regularly and this develops their understanding of e.g. the Easter story.
- Children respect aspects of Bible stories by listening to the local vicar, local minister and officer from Coleg y Bala who attend the school regularly; as a result the children gain a wider understanding of Christian religion as well as having empathy towards others.
- Learning activities are enriched through activities, artefacts or visitors. Regular use is made of the Gwynedd Library Service in order to stimulate the children.
- The school has worked together well in order to fund Bwthyn y Gorlan in Kenya as part of the Omwabani project. This promotes the pupils' understanding of global issues and assisting those who are less fortunate than themselves.

Areas for Development

- Ensure that various religious artefacts are ordered in good time to stimulate the children in the lessons. Consider buying if suitable.
- Need to present Religious Education through more Foundation Phase areas e.g. in the role play area.
- Visit religious buildings such as the Mosque in Bangor when studying religions apart from Christianity.

We have come to the opinion that the provision within Religious Education = Good

We have come to the opinion that the provision within Religious Education = good

Key Question 3: Does collective worship meet the statutory requirements? YES

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

Good features in relation to the quality of Collective Worship

- Morning assembly takes place in the classroom or the hall and is varied and sets the correct key for children at the start of every school day.
- The children receive a variety of stories i.e. Bible stories, contemporary moral stories and practical tasks.
- The school sing traditional and contemporary hymns together regularly which adds to the children's understanding of collective worship.
- The children respect aspects and stories from the Bible by listening to the local vicar, local minister and an officer from Coleg y Bala regularly during the year. The aim is that they visit at least once every half term. As a result, the children gain a wider and deeper understanding of Christian religion.
- The school holds a Thanksgiving service in the Chapel and Easter celebrations at Gorlan. This enriches the children's understanding of places of worship in their own area and the use made of them for collective worship within society.

Areas for development in relation to the quality of Collective Worship

- Create a special feel to the services in order to encourage the ethos of reflection e.g. special music, candles etc.

We are of the opinion that Collective Worship = Good

Signature: Eleri M Davies (Head)

Date: January 18th, 2015

Name of School: Dyffryn Ardudwy

Address: Ysgol Dyffryn Ardudwy, Dyffryn Ardudwy,
Gwynedd.

Religious Education

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

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

References ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education; Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles KS2 and KS3 (2011), 14-19 (2009).

Standards in Religious Education – progress in learning

A wide range of tasks have been completed in the children's workbooks e.g. talks and dialogues, reflection, letters, portrayals, prayers etc. Lesson monitoring reports also confirm that many of the children have had opportunities to deal with life questions such as poverty, war and fairness. Book Scrutiny reports also note that the pupils have a good understanding of religious symbols and customs.
School pupils are achieving the expected progress.

Standards in literacy, numeracy, ITC and thinking skills

Once again, the monitoring reports confirm that the pupils have had regular opportunities to read in order to gather information using ITC and a great deal of the work is presented via word processing programmes.
Lesson observation reports indicate that there have been regular opportunities to develop thinking skills such as expressing an opinion, discussing and asking questions e.g. questioning the local vicar.
KS2 pupils use the skills effectively and, on the whole, to the same standard in Welsh and English.

Areas for Development

It is necessary to ensure that there are plenty of opportunities for pupils to achieve extended written tasks within the Religious Education curriculum. The tendency is to see paragraphs rather than extended pieces of writing.
More opportunities need to be provided to develop numeracy via Religious Education.

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

Self-evaluation should consider the following indicators: the time given to the subject, knowledge of subject, expertise and professional development of teachers, adequacy of the study programme and the range of learning resources used.
Evaluation of lesson observations and pupils' work allows the heads and department heads to arrive at an opinion regarding the quality of education in Religious Education lessons within the school and the extent that pupils are motivated and encouraged to attain high standards.

Primary schools should refer to the provision 'People, Beliefs and Questions' for learners in the Foundation Phase as well as Religious Education in KS2.

Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References ESTYN Inspection Framework Section 2.1 and 2.2 and the Locally Agreed Syllabus, Welsh Government Guidance: People, Beliefs and Questions (2013), Guidance and Exemplar Profiles KS2 and KS3 (2011), 14-19 (2009).

The teaching in religious education: planning and range of strategies

The medium and long term work plans ensure that our provision for Religious Education is good. Teachers ensure that aspects of Religious Education are an integral part of every term theme and recent evaluations confirm that the teaching is appropriate with stimulating presentations used to motivate the children's work.
Children in the junior section receive a lesson for an hour a week in Religious Education and scrutiny exercises also indicate that there is good provision to present Religious Education in the Foundation Phase.
In addition, the impact of our strategy Assessment for Learning has improved the children's ability to discuss their ideas together.

Provision for skills: Literacy, numeracy, ITC and thinking skills

The school's planning method for the term ensures that these skills receive worthy attention within every work plan.

Areas for Development

It has to be ensured that the provision to develop the work concerns other religions.
Need to ensure that pupils re-visit GEU Grids once they have completed units of work.

Excellent

Good

X

Adequate

Unsatisfactory

Collective Worship**Key Question 2: How good is provision for collective worship?****Does collective worship meet the statutory requirements?**

Yes.

No.

References ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspecting Collective Worship in non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94).
Guidance on Collective Worship (Wales SACRE Association, June 2012).

Good features in relation to the quality of Collective Worship

The school has a Collective Worship policy. This seeks to ensure that the worship has principles, structure, timetable and progression. The plan notes the aspects presented such as Biblical stories, stories with moral, social and spiritual implications as well as aspects of Personal and Social Education. This policy refers to classroom assemblies, whole school assemblies and considers the role of visitors to the school to hold services such as the 'Opening the Book' scheme implemented by the local Church.

The inspectors noted having seen our morning assembly, that our provision for the moral development of the pupils was good.

Areas for development in relation to the quality of Collective Worship

Ensure more opportunities for pupils to take part in whole school assemblies.

Develop the work of the School Council to express a view on what they would like to develop in the assemblies.

Excellent

Good

X

Adequate

Unsatisfactory

Signed: Ann Jones (Head)

Date January 21/01/15

Name of School: Ysgol y Garreg

Address: Llanfrothen, Penrhyndeudraeth, Gwynedd. LL48 6LJ

Religious Education

Key Question 1: How good are outcomes in Religious Education?
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- Self-evaluation is based on lesson observations, evaluations of pupils' work, teacher assessments and interviews with pupils.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education; Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles KS2 and KS3 (2011), 14-19 (2009).

Standards in Religious Education – progress in learning

Standards by the end of KS2 are good with the majority of pupils making the expected progress (2 levels) of FP to KS2. Their attainment is noted in detail on the whole school assessment and tracking system. Their knowledge, ability to discuss as well as their personal ideas are developed. By scrutinizing the learners work, it is seen that it also reflects the requirements of the Agreed Syllabus. Standards are monitored according to the school's 3 year cycle timetable.

Standards in literacy, numeracy, ITC and thinking skills

Literacy skills are developed and used well throughout the subject in FP and KS2. Every pupil can record, explain and offer valid reasons on their own level - verbally and in writing, in Welsh and/or English. A range of writing forms are seen e.g. poems, descriptions, expressing an opinion, postcard and the pupils have the appropriate skills to enable them to inquire, read reference information and record. Marking symbols and use of Success Criteria is consistent throughout the work as it is in all written, verbal and other reading work.

Numeracy skills are developed and used well throughout the subject in FP and KS2. This is done when/if there is a suitable and relevant opportunity planned to do so e.g. distance and scale when discussing pilgrimage, hours of light and patterns when discussing Hinduism.

ITC standards are developing well with the pupils more confident and able to enquire, record and present their work using ITC effectively. Special examples such as the Easter information booklet, This is War, This is Peace, Mari Jones and her Bible.

Teaching and learning standards are consistently good with pupils possessing the skills required to discuss, consider, record, come to a conclusion, justify choices (e.g. planning work, opinion line, diamond list, Success Criteria, joint assessment of work).

Areas for Development

Excellent		Good	√	Adequate		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?
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- Self-evaluation should consider the following indicators: the time given to the subject, knowledge of subject, expertise and professional development of teachers, adequacy of the study programme and the range of learning resources used.
- Evaluation of lesson observations and pupils' work allows the heads and department heads to arrive at an opinion regarding the quality of education in Religious Education lessons within the school and the extent that pupils are motivated and encouraged to attain high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for learners in the Foundation Phase as well as Religious Education in KS2.

References: ESTYN Inspection Framework Section 2.1 and 2.2 and the Locally Agreed Syllabus, Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles KS2 and KS3 (2011), 14-19 (2009).

The teaching of religious education: planning and range of strategies

Religious Education is taught weekly. Detailed and intentional planning ensures good learning and teaching. Plans are used well to offer a wide range of Religious Education fields to develop the knowledge and understanding of the pupils. As the subject coordinator, teachers have a good grip of subject knowledge and how to develop the skills of the pupils in this area.

Provision for skills: Literacy, numeracy, ITC and thinking skills

A wide range of learning and teaching strategies and resources are used in order to ensure strong development of skills.

Areas for Development

- The results of the pupils' questionnaire (May 2014) show that 30% of KS2 pupils did not enjoy the subject because they were of the opinion that it was boring. Following this an effort was made to ensure that more practical activities are included in the themed units in order to deepen their understanding as well as to try and ensure their enjoyment of the subject.
- Continue to ensure intentional and detailed planning in order to achieve the requirements of the Agreed Syllabus and the Literacy and Numeracy requirements.

Excellent

Good

√

Adequate

Unsatisfactory

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

Does collective worship meet the statutory requirements?

Yes

√

No

References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspecting Collective Worship in non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94), Guidance regarding Collective Worship (Wales SACREs Association, June 2012).

Good features in relation to the quality of Collective Worship

- Members from the community hold a special service (fun, practicable, children participate, follow a specific service order) weekly by following the 'Opening the Book' plan.
- There is a special ethos and feeling to our group worship – all pupils are exemplary in the way they show respect, listen excellently, participate and meditate.
- Collective worship is planned intentionally to ensure the development of skills in literacy, knowledge, discussion and expressing an opinion, showing empathy and tolerance of others e.g. following the story of Moses, stories about tolerance regarding racism, stories with lessons to be learnt.
- KS2 pupils enjoy taking part and do so confidently and effectively e.g. acting a character, reading, recitation, reflecting, presenting.
- The work of charities is discussed and presented regularly supporting a range of financial activities to help others. In addition, the pupils have an opportunity to choose charities to receive their generosity e.g. Children with Cancer, Children in Need, Save the Children, Macmillan Coffee Morning.

Areas for development in relation to the quality of Collective Worship

Excellent

Good

√













Adequate

Unsatisfactory













Signed: *SWilliams* (Head)

Date: 26 / 1 / 15

Cynllun Gweithredu CYSAG Gwynedd 2014-15 DRAFFT

Adroddiad Blynyddol CYSAG Gwynedd 2012-13	Camau Gweithredu 2013-15 ALI (Awdurdod Lleol) AS (Arweinydd System) AC (Aelodau CYSAG)	Tystiolaeth	Deilliannau	
Datblygu arweinyddiaeth dda ym maes addysg grefyddol ac addoli ar y cyd Tudalen 8	<ul style="list-style-type: none"> Sicrhau bod pob ysgol yn derbyn arweiniad ar hunan arfarnu addysg grefyddol ac addoli ar y cyd. (ALI, AS, AC) Cyflwyno amserlen a threfn hunan arfarnu (ALI) Rhannu arferion da mewn cyfarfodydd CYSAG. (ALI) Hwyluso rhannu arferion da (ALI) 	<ul style="list-style-type: none"> Canllawiau hunan arfarnu Amserlen a threfn hunan arfarnu. Adroddiadau Hunan arfarnu'r ysgolion Cofnodion CYSAG Gwynedd Cofnodion cyfarfodydd athrawon. 	<ul style="list-style-type: none"> Bron bob un ysgol wedi cyflwyno hunan arfarniad o safonau addysg grefyddol ac addoli ar y cyd erbyn Haf 2015. CYSAG wedi paratoi adroddiad crynodol tymhorol a blynyddol o safonau addysg grefyddol ac addoli ar y cyd. Gwahodd ysgolion i gyflwyno eu harferion gorau i aelodau CYSAG 	  
Cau'r bwlch rhwng cyflawniadau bechgyn a merched yn TGAU. Tudalen 11 a 12	<ul style="list-style-type: none"> CYSAG i lythyru penaethiaid uwchradd i sicrhau bod athrawon yn cael mynediad i gefnogaeth CBAC ac yn ymwybodol o Adroddiad Thematig ESTYN. (ALI) Annog athrawon TGAU i rannu arferion da mewn rhwydwaith/CDP. (ALI + AC) 	<ul style="list-style-type: none"> Llythyron i benaethiaid Cofnodion rhwydwaith/CDP addysg grefyddol TGAU Cylchlythyr/adroddiad y Prif Arholwr. 	<ul style="list-style-type: none"> Mwy o fechgyn yn dewis TGAU Astudiaethau Crefyddol; Y bwlch rhwng canlyniadau'r bechgyn a'r marchod yn parhau i gau. 	  
Diweddarau gwybodaeth athrawon addysg grefyddol, e.e. canllawiau Llywodraeth Cymru, ESTYN. Tudalen 14	<ul style="list-style-type: none"> CYSAG i ddiweddarau a cylchredeg restr o ganllawiau perthnasol. (ALI) 	<ul style="list-style-type: none"> Llythyr/Cylchlythyr i ysgolion Y dogfennau ar gael ar wefan Moodle CYNNAL. 	<ul style="list-style-type: none"> Hunan arfarniadau ysgolion yn dangos bod athrawon yn cynllunio gwersi sy'n ymateb i arweiniad Llywodraeth Cymru (cynradd ac uwchradd) ac yn adlewyrchu arferion da Adroddiad thematig ESTYN (uwchradd) 	  
Hwyluso Addoli ar y Cyd o ansawdd Tudalen 15	<ul style="list-style-type: none"> CYSAG i lythyru ysgolion i sicrhau bod athrawon yn ymwybodol o'r deunyddiau diweddaraf ar gyfer addoli ar y cyd. (ALI) Codi ymwybyddiaeth aelodau CYSAG o natur addoli ar y cyd mewn ysgolion. (AC) 	<ul style="list-style-type: none"> Llythyr/cylchlythyr i ysgolion Adroddiadau llafar aelodau CYSAG Cyfeiriadau tuag at addoli ar y cyd yn adroddiadau ESTYN 	<ul style="list-style-type: none"> Adroddiadau ESTYN yn nodi bod addoli ar y cyd yn dda. Pob ysgol yn cydymffurfio â'r gofynion statudol. Gwell dealltwriaeth ymhlith aelodau CYSAG o natur addoli ar y cyd mewn ysgolion. 	  

GWYNEDD SACRE Action Plan 2013-15 DRAFT

GWYNEDD SACRE Annual Report 2012-13	Action points 2014-15 LA (Local Authority) SL (System Leader) SM (SACRE member)	Evidence	Outcomes	
Develop good leadership in religious education and collective worship Page 8	<ul style="list-style-type: none"> Ensure that all schools receive guidance on self evaluation of religious education and collective worship. (LA, SL, SM) Establish a self evaluation timetable, process and procedures. (LA) Share good practice in SACRE meetings. (LA) Facilitate good practice (LA) 	<ul style="list-style-type: none"> Self evaluation guidance Self evaluation timetable and procedures Schools' self evaluation reports Minutes of SACRE meetings Minutes of teachers' meetings 	<ul style="list-style-type: none"> Nearly all schools will have submitted a self evaluation report on standards of religious education and collective worship by Summer 2015. SACRE will have prepared a termly and annual summative report on the standards of RE and collective worship by Summer 2015. Invite schools to share their best practice at SACRE meetings. 	  
Close the gap between standards attained by boys and girls at GCSE. Page 11-12	<ul style="list-style-type: none"> SACRE to urge secondary headteachers to ensure that teachers have access to WJEC support and that they are aware of ESTYN's Thematic Report (LA) Encourage GCSE teachers to share good practice at network/PLC meetings. (LA, SM) 	<ul style="list-style-type: none"> Letters to headteachers Minutes of network/PLC meetings Chief Examiner's report/newsletter 	<ul style="list-style-type: none"> More boys choosing Religious Studies as a GCSE option. The gap between results attained by boys and girls at GCSE continuing to close. 	  
Update teachers' knowledge e.g. Welsh Government guidance documents and ESTYN thematic report. Page 14	<ul style="list-style-type: none"> SACRE to circulate an updated list of guidance documents. (LA) 	<ul style="list-style-type: none"> Letter/newsletter Update CYNNAL's Moodle website. 	<ul style="list-style-type: none"> Schools' self evaluation reports show that teachers plan lessons that respond to Welsh Government guidance (primary and secondary) and reflect the good practice identified in the ESTYN Thematic Report (secondary) 	  
Facilitate good quality collective worship Page 15	<ul style="list-style-type: none"> SACRE to ensure that teachers are aware of the recent materials available for collective worship (LA) Raise awareness of SACRE members of the nature of collective worship in schools. (SM?) 	<ul style="list-style-type: none"> Letter/newsletter Oral reports by SACRE members References to collective worship in ESTYN reports 	<ul style="list-style-type: none"> ESTYN reports refer to good quality collective worship All schools conform to statutory requirements SACRE members will have an improved understanding of collective worship 	  



Cyfarfod Cymdeithas CYSAAGau Cymru, Torfaen
(Canolfan Byw Egnïol, Pont-y-pŵl), 26 Tachwedd 2014
(10.30am – 3pm)

Wales Association of SACREs meeting, Torfaen (Pontypool
Active Living Centre, Pontypool), 26 November 2014
(10.30am – 3pm)

<p>Ynys Môn / Anglesey Bethan James Rheinallt Thomas</p> <p>Blaenau Gwent Gill Vaisey Elizabeth Arthur</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans Vicky Thomas</p> <p>Caerffili/ Caerphilly Vicky Thomas Eryl Williams</p> <p>Caerdydd / Cardiff</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry</p> <p>Ceredigion</p> <p>Conwy Phil Lord Nicholas 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 Y Cyng./ Vicky Thomas</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey Sharon Perry Philips Sue Cave Neeta Singh Baicher Soam Sharma</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel</p> <p>Casnewydd / Newport Vicky Thomas Huw Stephens Neeta Singh Baicher Sally Northcott Amanda B. Davies Soam Sharma</p> <p>Sir Benfro / Pembrokeshire Huw George</p> <p>Powys John Mitson</p>	<p>Rhondda Cynon Taf</p> <p>Abertawe / Swansea Vicky Thomas</p> <p>Torfaen /Torfaen Vicky Thomas Margaret Oelmann Marilyn Frazer Paul Cameron Ian Thomas Helen Bevan Ken Jacobs Ruth Frost</p> <p>Bro Morgannwg / Vale of Glamorgan Ramez Delpak</p> <p>Wrecsam / Wrexham Tania ap Sion Libby Jones</p> <p>Sylwedyddion / Observers Tudor Thomas (CBAC/WJEC) Andrew Pearce (CBAC/WJEC) Eldon Phillips (REMW)</p>
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Minutes

1. **Cyflwyniad a chroeso / *Introduction and welcome***

Chair, Tania ap Sion, introduced the Chief Executive Officer of Torfaen County Council, Alison Ward and thanked her on behalf of WASACRE for hosting the meeting.

Alison Ward welcomed members to Pontypool and thanked the Choir who sang during the arrival of members and guests to the meeting. She commented how good it was to see young people committed to the arts. Alison Ward went on to thank members of Torfaen SACRE and teachers and pupils for the work in religious education in Torfaen schools. Thanks were also given to the SACRE Clerk for Torfaen, Debbie Cummings for the huge amount of work that she put into the organising the meeting. Alison Ward wished members an enjoyable meeting and expressed her hope that all present would contribute in order to make it worthwhile. It was acknowledged that RE is in a different position than other subjects and that it is the responsibility of each Local Authority to ensure RE is taught well and that effective support is there for teachers and pupils. Members were assured that Torfaen Local Authority takes this responsibility very seriously and that RE greatly enriches the life of all pupils. Members were reminded that in this time of austerity it is important to develop moral values, which is something that RE helps to do. Alison Ward officially welcomed WASACRE on behalf of Torfaen SACRE and applauded the work that WASACRE has recently been involved in with regard to the current Curriculum review in Wales and its meeting with Professor Donaldson who is leading the review. She finished by pointing out that even though Local Authorities in Wales are facing difficult financial situations the national agenda needs to be continued and as SACREs we can help to do that. WASACRE was thanked for its work and achievements.

Tania ap Sion thanked Alison Ward and the Deputy Mayor, Ken Jacobs and Head of Education in Torfaen who were present at the beginning of the meeting, and echoed thanks to the Choir of St Albans and the displays of work from Torfaen schools. Tania ap Sion also extended an official welcome to Eldon Phillips representing REMW as REMW's new Chair.

2. **Adfyfyrion tawel / *Quiet reflection***

The Chair led members in a quiet reflection.

3. **Ymddiheuriadau / *Apologies***

Fiona Thomas, Gavin Craigen, Jen Malcolm, Miriam Amlyn, Wyn Meredith, Cllr Michael Gray, Rachel Thomas, Margaret Evitts, Christine Robinson, Leslie Francis, Helen Gibbon, Meinir Loader.

4. **Cofnodion y cyfarfod a gynhaliwyd ym Mhowys, 2 Gorffennaf 2014 / *Minutes of meeting held in Powys, 2 July 2014***

Minutes were accepted as a correct record. Proposed by Rheinallt Thomas and seconded by Phil Lord.

5. Materion yn codi / Matters arising

P2. Item 4. Tania ap Sion confirmed that the link from the WASACRE website to *RENNews* will be created and this is in the process of being done. Gill Vaisey raised the concern that the link from Google to the English *RENNews* page is not working. Libby Jones will email Rachel Thomas about this.

P4. Item 5. Updates- REC representation. We are currently looking at WASACRE representation at board level on the RE Council for England and Wales and this needs to be clarified. Eldon Philips was at the last REC meeting and a report was on the agenda from Wales but not given. Libby Jones has contacted REC to clarify this representation so that we can move forward. Tudor Thomas (WJEC) said that it is very important to have representation from WASACRE so that we can keep REC informed of developments and opinions in Wales, because the REC is the main influence in England on RE in schools.

P4. Reinstatement of meeting with the Minister for Education and Skills. Vicky Thomas raised this as an important issue and one that must be pursued. It is important that we keep it on the agenda as we have achieved a great deal as a result of this annual meeting in the past, for example, the Estyn Thematic Review and the 6th Form Holocaust trip.

P6. (d) Training. Bethan James, Chair of NAPfRE confirmed that the group is looking at different models for training. The main discussion at the NAPfRE meeting on the preceding day was how to respond to the agreed syllabus review. We have agreed to meet in February following the Donaldson Report publication, so that we can work out what the needs are in relation to this.

The venue for next meeting was confirmed as the Orangery at Margam Park in Neath Port Talbot.

6. Diweddariadau/Up-dates

Tudor Thomas- WJEC

Tudor Thomas drew members' attention to a stakeholders' meeting on Thursday, 27 November 2014, which Welsh Government had asked WJEC to convene. The meeting would discuss changes in the RS examinations and would involve members of different faith bodies, higher education and WASACRE. Tania ap Sion would be attending on behalf of WASACRE.

The current picture is complex in England and Wales where there is a split in the curriculum. First teaching 2016 in England will be changed at all levels and Wales will follow suit.

The England review is out for consultation and Welsh Government will adopt the changes as in England. However, in England the AS and A2 will be stand-alone qualifications whereas in Wales AS will still feed into A2. There will be no exam in January in England or Wales. With GCSE RS in England the main change is that students must study two different religions in order to avoid a narrow study. Humanism may also appear and there is a possibility that the British Humanist Association will lobby for this.

Wales will have more freedom than England. Wales can either adopt the English model and change completely, or just slightly change the existing WJEC model in order to update it. Mark Campion from Estyn spoke at the WASACRE conference (October 2013) about the RS GCSE being very good/ popular and worthwhile/successful. Wales will also be able to continue the modular route instead of having to move towards linear exams like England. WJEC will have to decide if they are going to enforce the study of two religions like England.

Members were encouraged to feed their views to Tudor, Andrew Pearce and/or Tania ap Sion in time for the meeting the next day and were told that there would be a broader consultation in the near future.

Chair, Tania ap Sion thanked Tudor for his update. A discussion ensued regarding Humanism and issues surrounding the study of two different religions. Members agreed that we need a syllabus that serves the pupils well and prepares them for their future life in a multi-cultural society. Tudor Thomas felt confident that the standards at GCSE level in Wales are comparable to England. Four hundred schools in England follow the WJEC RS Specifications, so there is a demand for them and they are valued. RS results in Wales are also very high and this is something that we should be proud of. He felt that Wales is in a position to cherry pick the best of the changes from England. Vicky Thomas commented that Wales designed the Short Course that was taken up by England and Wales, and we must not lose sight of the importance of the contemporary society aspect of the current specification. The proposed changes in England have less focus on this. A Monmouthshire teacher commented that by entering students for the linear examinations it allows for the full development of the pupils' subject knowledge and skills. Pupils who achieve a B in year 10 could achieve an A* in year 11. Tudor Thomas responded by saying that WJEC would always push for pupil/teacher choice. Parents value provision now and it is important to listen.

Phil Lord noted that the England consultation closes on 29 December 2014. As there would be no SACRE meetings before then, it is important for individuals to respond to the consultation.

Neeta Singh Baicher commented that we would welcome all major religions to be taught in schools. Pupils would not get that broader perspective if only one religion were studied.

7. Cyflwyniadau / Presentations:

NAPfRE: Cyflwyniad gan CBAC – Beth mae'r data yn dysgu i ni / A presentation by WJEC- What does the data tell us?

Andrew Pearce shared with members the WJEC Religious Studies data feedback for GCSE, AS and A2. A copy of the PowerPoint presentation is available on the WASACRE website for members to view. Members present were pleased to note that the Religious Studies results were very good and some members felt that the flexibility with entries should be retained in order to retain a pupil-centred qualification process in the future.

Vicky Thomas asked whether some schools are now moving from Religious Studies short course to Religious Studies full course in the same lesson time in order to improve the schools' capped points scores and is this because the results have been so good? Andrew Pearce confirmed that the Religious Studies full course is more important to schools with regard to statistics and also helps students in achieving their Welsh Baccalaureate qualification. Andrew Pearce went on to say that in schools where more time is being sought for maths and science, at the risk of losing Key Stage 4 RE, teachers can argue that full course Religious Studies results are valuable and higher than other non-core subjects, but need less time to achieve than others. GCSE Religious Studies can help with easing timetabling difficulties with the new curriculum changes, count towards statistics and help pupils to achieve the Welsh Baccalaureate. Andrew urged members to take the presentation back to their own SACREs and use it to compare with the Religious Studies results in their own local authorities.

CYSAG Sir Fynwy / Monmouthshire SACRE: Celebrating RE Transition Project (year 6 pupils)

Members of Monmouthshire SACRE described their part in this successful Transition event where pupils from year 6 and year 11 were involved in a variety of workshops, delivered by different faith group representatives, which allowed pupils to learn about and experience a number of different faiths in a fun and dynamic way. A copy of the presentation is available on the WASACRE website for members to view, and to share with their SACREs as an example of the kind of work SACREs could do to support RE in their local schools.

NAPfRE: CYSAGau a'r trefniadau consortia (adborth) / SACREs and consortia arrangements (feedback)

Members of NAPfRE, Bethan James, Gill Vaisey, Vicky Thomas, Mary Parry, Phil Lord and Libby Jones presented some of the feedback received from WASACRE members from their involvement in the NAPfRE activity at the last meeting. Members were asked to present the questions from this activity to their own SACREs and to feedback their

own answers to Libby Jones. The presentation is also available on the WASACRE website for members to view and the questions are below:

1. How can members contribute to the work of SACREs?
2. How can we ensure regular attendance from the 3 groups and co-opted members?
3. How could you persuade people to become a SACRE member?
4. How can we monitor RE and CW?
5. How can we support schools to deliver good RE and CW?
6. How can we ensure that Local Authorities support the function of SACREs giving them sufficient money/funding?

8. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 26 Medi 2014 / *Report from the Executive Committee held on 26 September 2014*

The Chair commented that this shows the considerable work that the Executive does for WASACRE.

9. Gohebiaeth / *Correspondence*

None in addition to what has already been included.

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

Professor Leslie Francis requested that attention be drawn to a survey (received by members at the meeting), concerning 16-18 year old students across Europe, religion and human rights. This survey would continue to help build our body of data on and for young people in Wales. Professor Francis invites those who know or have access to any 6th formers who may be willing to participate in this study to let Libby Jones (WASACRE Secretary) know. The survey is open to all 6th formers, not just those studying RS.

11. Dyddiad y cyfarfod nesaf / *Date for next meeting: 6 Mawrth 2015 (Castell-Nedd) / 6 March 2015, Neath Port Talbot . The Orangery, Margam.*

Dyddiadau cyfarfodydd yn y dyfodol / *Future meeting dates: 25 Mehefin 2015 (Sir y Fflint, yn cynnwys AGM) / 25 June 2015 (Flintshire, includes AGM); 25 Tachwedd 2015 (Blaenau Gwent) / 25 November 2015 (Blaenau Gwent)*

Tania ap Sion gave thanks to Debbie Cummings and Vicky Thomas, Stephan the translator, all our presenters, and WASACRE members for their contributions.

Standing Advisory Council for Religious Education

**GWYNEDD
ANNUAL REPORT**

September 2013 - August 2014

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

It gives me great pleasure to present Gwynedd SACRE's annual report for the academic year 2012-13. During this year, SACRE has scrutinised schools' self evaluation reports, ESTYN reports, KS3 teacher assessments and GCSE results. Gwynedd SACRE has advised Gwynedd Council on matters such as developing the leadership skills of co-ordinators, responding to ESTYN's thematic report, sharing good practices and fulfilling the statutory requirements of the Agreed Syllabus and collective worship.

Gwynedd SACRE has also benefitted from its partnership with the National Advisory Panel for Religious Education (NAPfRE) and the Wales Association of SACREs. The opportunity to work on a national level has enriched our discussions in Gwynedd as we explore the implications of the Literacy and Numeracy Framework and the reform of the National Curriculum of Wales.

I would like to pay tribute to all SACRE members and many officers, namely Bethan James, Glynda O'Brien and Ken Robinson for their commitment and support during the year. We also appreciate the efforts of Mr Wyn Meredith and Mrs Miriam Amlyn as they attend WASACRE meetings on our behalf. I also extend my thanks to the representatives of all the religious denominations, unions and political groups for fulfilling their responsibilities. I hope that their thorough work and commitment will continue next year.

Councillor E. Selwyn Griffiths
Chair of Gwynedd SACRE 2013/14

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';

Following the closure of the advisory service for religious education in March 2013, Gwynedd and Anglesey SACRE members have considered alternative ways of fulfilling their responsibilities of monitoring and advising the local authorities. Ten members responded to a questionnaire distributed to Gwynedd SACRE members (13.06.13). An analysis of the responses (23.10.13) shows that:

- many Gwynedd SACRE members feel confident in their understanding of the statutory requirements for collective worship in schools;
- around half of the members are prepared to attend collective worship sessions in a sample of schools every term. Four members submitted their names.
- the majority of Gwynedd SACRE members feel confident in their understanding of the statutory requirements of the Locally Agreed Syllabus and are prepared to read and prepare an analysis of a sample of self-evaluation reports. Two members submitted their names;

- around half of the members are prepared to visit schools in order to discuss the self-evaluation report with the religious education co-ordinator or head of departments. Two members submitted their names.

2.3.1 Schools' self-evaluation reports

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.

Nine self-evaluation reports were submitted from primary school head teachers during the year: Baladeulyn, Brithdir, Cefn Coch, Dolbadarn, O. M. Edwards, Edmwnd Prys, Pont y Gof, Tanycastell, Tregarth. Three self-evaluation reports were submitted by secondary head teachers: Ysgol Ardudwy, Ysgol Brynrefail, Ysgol Dyffryn Ogwen.

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

	How good are outcomes in Religious Education?				How good is provision in Religious Education?				How good is the provision for collective worship?			
	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory
Primary	1	8				9			2	7		
Secondary	1	2			1	2				2	1	
Total	2	10			1	11			2	8	1	

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

How good are outcomes in Religious Education?

The secondary schools identified good features such as:

- the good improvement seen in the standards of religious education at KS3, (Ardudwy, Brynrefail, Dyffryn Ogwen);
- the excellent performance of KS4 pupils, (Dyffryn Ogwen);
- the good performance of pupils in the AS examination, (Brynrefail);

The primary schools identified good features such as:

- pupils' good understanding of the importance of worship and the importance of special places and artefacts to people who follow different religions, (O M Edwards);
- the good understanding shown by most Foundation Phase pupils in response to questions such as, *'Why did Jesus Christ die?'*, *'What makes a good friend?'* (Dolbadarn), *'Is Jesus Christ enjoying his birthday party?'* *'Am I grateful enough?'* (Cefn Coch) ;
- that most Foundation Phase pupils are able to compare religious buildings and forms of worship found within the village, (Dolbadarn);
- most pupils at the lower end of KS2 are beginning to acknowledge the meaning of religious symbols, (Edmwnd Prys);
- the good knowledge and understanding show by most KS2 pupils as they respond to questions such as, *'Why do people go on pilgrimage?'*, *'What is a Christian?'* *'What is peace?'* *'How and why do different religious give thanks?'* (Dolbadarn), *'Why are some meals so important to believers?'* *'What makes happiness?'* *'How and why do believers care for others?'* *'How to be good?'* (Cefn Coch);
- the ability of most learners to talk about their own experiences, to offer some possible answers to religious/fundamental questions and to justify their ideas, (Cefn Coch);
- the ability of most learners to describe beliefs, teachings and religious practices and to explain why believers believe and act as they do, (Cefn Coch);
- the ability of a few KS2 pupils to make connections between different religions, (Cefn Coch);
- the good use made by most KS2 pupils of appropriate religious vocabulary, (Cefn Coch, Pont y Gof)
- the good skills shown by most KS2 pupils as they ask effective questions, use religious and non-religious sources, explain and express opinions, (Dolbadarn);
- the good quality of the extended writing in response to religious questions, (Dolbadarn).
- that most KS2 pupils attain level 4 or Level 5 in Religious Education, (Brithdir)

Schools identified matters which require further attention during the next two years. These included the need to:

- increase the number of boys who achieve L7+ in religious education (Ardudwy) or improve boys' literacy skills in order to close the gap between the boys and girls (Dyffryn Ardudwy);
- increase the number of A*/A grades at GCSE (Dyffryn Ogwen);
- develop pupils higher thinking skills, (Dolbadarn);

- ensure that pupils can identify success criteria that helps them improve their work in religious education, (Dolbadarn);
- ensure that higher ability pupils throughout the school achieve the requirements of the higher outcomes/levels for religious education, (Cefn Coch, Pont y Gof);
- develop Y2 pupils' understanding of the effect religion has on the lives of believers, (Edmwnd Prys, Pont y Gof);

How good is the provision for Religious Education?

Schools identified good practices such as:

- the variety of challenging teaching and learning strategies, (Ardudwy);
- the good (Ardudwy, Brynrefail, O M Edwards) and excellent (Dyffryn Ogwen) quality of the teaching;
- the good and up to date subject knowledge shown by the religious education teachers, (Brynrefail);
- the clear and attainable aims and objectives of the religious education scheme of work, (Dyffryn Ogwen);
- pupil centred tasks that ensure that pupils are responsible for their own learning and are proud of their efforts, (Dyffryn Ogwen);
- interesting starter activates and appropriate plenaries which give pupils opportunities to reflect on their own learning, (Dyffryn Ogwen);
- the regular use of assessment for learning and metacognition strategies in religious education lessons which enable pupils to become confident and independent learners, (Cefn Coch, Dyffryn Ogwen);
- the support given to ALN pupils in religious education lessons, (Dyffryn Ogwen);
- good quality schemes of work which are often instigated by the learners (Dolbadarn) and which build upon their skills and previous learning, (Dolbadarn, Edmwnd Prys);
- schemes of work which pose a 'big question' at the beginning of term and which use a variety of strategies to encourage independent research and presentation, (Brithdir Cefn Coch, Edmwnd Prys, Pont y Gof);
- the excellent range of experiences provided: visits to local places of worship, visiting speakers, a pilgrimage on the school grounds, (Dolbadarn);
- good resources such as story books, reference books, big books, artefacts, ICT resources, visit/visitors, that inspire pupils to take an interest in religious education and enrich the provision for Foundation Phase pupils, (Edmwnd Prys, Pont y Gof);
- the opportunities to study three different religions during their time in the primary school: Christianity, Hinduism and Islam, (Tany Castell);
- the Professional Learning Community established by Tregarth and Bodfeurig schools that has led to effective progression in the provision of religious and Christian education at the school, , (Tregarth);

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

- develop more open ended activities in order to challenge KS3 learners and increase the number of pupils who attain the higher levels by the end of KS3, (Brynrefail, Dyffryn Ogwen) and give particular attention to the 'able and talented' pupils, (Dyffryn Ogwen);
- close the gap between boys and girls in their end of KS3 assessments, (Brynrefail);
- identify opportunities in the scheme of work to set specific and consistent homework tasks, (Brynrefail);
- increase the number which achieve A*/A, A*-C in their GCSE examinations;
- ensure that there is progression in the religious education lessons (O M Edwards) and in the activities provided, (Dolbadarn);
- ensure that the tasks provided for higher ability learners throughout the school reflect specific strands within the outcomes/levels for religious education, (Cefn Coch, Brithdir, Edmwnd Prys, Pont y Gof);
- simplify the religious education level descriptors so that KS2 pupils can self-assess their own work and assess the work produced by their peers, (Cefn Coch);
- develop a portfolio of religious education work to illustrate the 'strands' of the religious education level descriptors;
- apply the requirements of the National Literacy and Numeracy framework to the schemes of work, (Ardudwy, Dyffryn Ogwen, Brithdir);
- extend the reading activities within the themes of religious education, (Dolbadarn);
- ensure that extended writing tasks are presented every term, (Brithdir, Edmwnd Prys);

How good is the provision of collective worship?

All schools conform to the statutory requirements.

Many schools identified good practices such as:

- pupils' contribution to the planning of collective worship, (Ardudwy, Tregarth) and in their daily contribution from the stage, (Brynrefail);
- pupils' contribution to the collective worship session as they reflect, respond, read, role play, pray and sing hymns, (Baladeulyn, Cefn Coch, Edmwnd Prys, Pont y Gof);
- collective worship sessions that focus on contemporary issues and consolidate moral messages, (Dyffryn Ogwen);
- a structured corporate worship timetable in a church school which has led to developing the sense that the session is a special time of quiet reflection, (Tregarth);
- the good contribution made by religious education, humanities and language lessons to pupils' spiritual development, (Dyffryn Ogwen);
- the discussions of religious themes that develop community understanding and promote a positive and caring ethos between pupils, (O M Edwards);
- the excellent co-operation between the school and local religious leaders, (O M Edwards);
- the spiritual atmosphere of the collective worship sessions which makes a very good contribution to pupils' spiritual development, (Cefn Coch, Dolbadarn).

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

- monitor the effectiveness of collective worship during registration periods, (Ardudwy, Brynrefail);
- increase the number of visitors invited to lead collective worship, (Ardudwy, Baladeulyn);

- replicate good practices in all collective worship sessions,(Pont y Gof);
- ensure that Foundation Phase collective worship sessions conform to the statutory requirements: (Edmwnd Prys, Pont y Gof);
- further develop the ethos of the worship to reflect something that is separate from the school's usual activities at all times, (Edmwnd Prys, Pont y Gof, Tregarth);
- further develop pupils' participation, (Tregarth);
- ensure that responsibilities are shared and that the whole staff understanding their responsibilities regarding collective worship, (Edmwnd Prys, Pont y Gof);
- ensure greater links between the school and the local church and chapels.

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 and use the findings of the national moderation programme (2013-12) and Welsh Government guidance to verify their judgements:

- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 and KS3 in Religious Education: Supplementary Guidance (2011)

The Welsh Government does not collect KS3 Religious Education data, so it is inappropriate to compare the performance of Gwynedd schools with schools across Wales. However, CYNNAL does collect KS3 data on behalf of Anglesey (A), Gwynedd (G) 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
2013	5(5)+5(14)+1(7)	461	1,241	93.7	90	68.5	57.5	24.9	16.8
2012°	5(5)+13(14)+4(7)	1260	2,568	87.2	82.9	51.4	43.8	16.4	12.7
2011	3(5)+11(14)+2(7)	1145	1,767	82.0		40.9		12.6	

* By the end of the Autumn term 2013, every 5 out of 14 secondary schools in Gwynedd had submitted KS3 performance data, 5 out of 5 secondary schools in Anglesey and 1 out of 7 schools in Conwy. Special schools did not submit teacher assessments for religious education.

° The moderation of religious education portfolios was completed in Summer 2012. This suggests therefore that there is a consistency in schools' understanding of the attainment levels.

- 5 (out of 14) secondary schools in Gwynedd submitted KS3 teacher assessment: Ysgol Dyffryn Ogwen, Ysgol y Moelwyn, Ysgol Tryfan, Ysgol Syr Hugh Owen, Ysgol Glan y Môr;
- CYNNAL did not receive KS3 performance data from: Ysgol Botwnnog, Ysgol Brynrefail, Ysgol Eifionydd, Ysgol y Gader, Ysgol Uwchradd Tywyn, Ysgol y Berwyn, Ysgol Arduwy, Ysgol Friars, Ysgol Tryfan;
- 675 KS3 pupils were assessed in Summer 2012; o ddisgyblion CA3 yn Haf 2012;
- 93.7% of Gwynedd's KS3 pupils attained Level 5+ in Religious Education, an increase of 5.5% since 2012. The percentage of pupils who were awarded L5+ varied from 87.5% to 100%;
- 68.5% of Gwynedd's KS3 pupils attained Level 6+ in Religious Education, an increase of 17.1% since 2012. The percentage of pupils who were awarded L6+ varied from 44.8% to 82.3%;
- 24.9% of Gwynedd's KS3 pupils attained Level 7+ in Religious Education, an increase of 8.5% since 2012. Level 7+ was awarded by all schools, and the percentage of pupils who were awarded L7+ varied from 18.2% to 31.1%;
- Level 3 or lower was awarded to pupils in 3 schools.
- 8 pupils in Gwynedd were awarded Level 8 in religious education.

GCSE Results: Religious Studies (full course)

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

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

The average score achieved by the pupils in all subjects is not available to the humanities adviser. Consequently it is inappropriate to compare performances of schools. However, RE departments will be able to access data to show how their candidates performed in other subjects and are advised to use this information in their self-evaluation.

Very good results

- 388 candidates from 12 schools in Gwynedd. The average subject score is 46. There are no candidates from Ysgol Uwchradd Tywyn. Candidates from Ysgol Arduwy travel to Ysgol Eifionydd in order to follow a GCSE course.
- Class sizes vary from 11 pupils in one school to 167 in another.

- 44.1% of the candidates have gained A*/A (Excellence). The percentage has shown a steady increase since 2010.
- 83% of candidates have gained Level 2 (A*- C) and all candidates have attained a Level 1 qualification in RS. These results suggest that standards have improved during the last three years.
- More girls than boys choose Religious Studies as a GCSE option, (B 126 : G 262).
- The results achieved by the girls are better than those achieved by the boys. The average score achieved by the girls is 47 in comparison with the average score of 45 achieved by the boys. +8 represents a GCSE grade. However this year's L2 results suggest that the gap between boys and girls has closed for the fourth consecutive year. The gap between the percentage of boys and girls attaining A*/A is 7.7% which is similar to the gap observed in 2012 (7.5%).
- The percentage of boys and girls who have achieved a Level 1 or Level 2 qualification in Religious Studies has increased steadily in 2011.

GCSE Results: Religious Studies (short course)

This data represents the pupils who were 15 years old or older on January 2010. These pupils have chosen to claim their points on the completion of their GCSE short course instead of continuing their studies for a second year. Very few schools offer the GCSE Religious Studies short course as an accreditation for the statutory KS4 Religious Education course.

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

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.

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 share good practice.

2.3.3 ESTYN Inspection Reports

18 of Gwynedd’s schools were inspected by ESTYN during the year: Y Berwyn, Botwnnog, Y Moelwyn, Tryfan, Y Groeslon, Tregarth, Friog, Dyffryn Dulas, Bro Lleu, Bronyfoel, Ganllwyd, Rhostryfan, Beuno Sant, Llanbedrog, Y Gorlan, Edern, Talsarnau a Chrud y Werin . The reports do not make a judgement on the quality of religious education. No references were made to schools which were failing to provide statutory collective worship.

Number of schools	References to RE	References to spiritual, moral, social and cultural development				References to collective worship			
		Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory
18	2	1	13	2		5	7	2	

The reports note that schools:

- provide appropriate opportunities for pupils to reflect on spiritual and moral issues, (Tryfan, Y Moelwyn);
- provide very effectively towards pupils’ spiritual development in religious education lessons and morning sessions, especially in developing pupil participation, (Y Berwyn);
- co-ordinate pupils’ personal, spiritual and cultural development well, and embed it securely within the curriculum and daily activities. All members of staff focus clearly on promoting high values and this helps pupils to differentiate between right and wrong and encourages them to take responsibility for their actions, (Bro Lleu, Llanbedrog, Rhostryfan);
- provide collective worship sessions that significantly contribute to creating a caring and spiritual atmosphere, (Rhostryfan);
- provide stimulating collective worship sessions that make a significant contribution towards pupils’ spiritual and personal development, (Llanbedrog, Edern, Talsarnau);
- provide collective worship sessions that ensure that pupils benefit greatly from playing lead roles, (Crud y Werin).

Gwynedd SACRE has recommended the following resources to the religious education teachers and head teachers of the area:

- www.estyn.org.uk
- Religious Education in Secondary Schools (ESTYN, June 2013)
- Supplementary guidance : collective worship on non-denomination schools (2011)

SACRE’s recommendation to Gwynedd Council

- Ensure that secondary religious education teachers are aware of ESTYN’s findings and act upon the recommendations outlined in the report.

2.4 Response of Local Authority

Gwynedd Council has commissioned GwE (School Effectiveness and Improvement Service) to support Gwynedd SACRE meetings.

2.5 Religious Education and the Welsh Government

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

- <http://wales.gov.uk> > search for Religious Education
- The National Exemplar Framework for Religious Education in Wales (2008)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 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.

2.6 Religious Education and ESTYN

Gwynedd SACRE recommends the following resources to RE teachers and head teachers:

- www.estyn.org.uk;
- Religious Education in Secondary Schools (ESTYN, June 2013), and,
- Supplementary Guidance : collective worship in non-denominational schools (2011).

SACRE's recommendations to Gwynedd Council

- Ensure that schools and secondary RE teachers are aware of the findings of the ESTYN report and act on the recommendations and guidance.

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.

Following the closure of the advisory service for religious education in March 2013, Gwynedd and Anglesey SACRE members have considered alternative ways of fulfilling their responsibilities of monitoring and advising the local authorities. Ten members responded to a questionnaire distributed to Gwynedd SACRE members (13.06.13). An analysis of the responses (23.10.13) shows that:

- many Gwynedd SACRE members feel confident in their understanding of the statutory requirements for collective worship in schools;
- around half of the members are prepared to attend collective worship sessions in a sample of schools every term. Four members submitted their names.

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;
- Encourage schools to invite members of Gwynedd SACRE to attend collective worship sessions in the county's schools.

SECTION 3: ANNEXES

3.1 General information about the composition of 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	Mr Wyn Myles Meredith
Union of Welsh Baptists	Mrs Ruth Davies
Presbyterian Church of Wales	Rev. Deian Evans
Church in Wales	Parch. Robert Townsend
Union of Welsh Independents	Mr Cynrig Hughes
The Catholic Church	Mrs Eirian Bradley Roberts

Teachers' Unions' representatives

Association of School and College Leaders (ASCL)	Mrs Aileen Walker (Ysgol Eifionydd)
Welsh National Union of Teachers (UCAC)	Mr Noel Dyer (Ysgol Glan Y Môr)
National Association of Schoolmasters and Union of Women Teachers (NASUWT)	Mrs Miriam Amlyn (Ysgol Eifionydd)
National Union of Teachers (NUT)	Mr Euan Hughes
Association of Teachers and Lecturers	Mr Iain Gwynn
National Association of Head teachers (NAHT)	Mrs Elisabeth Williams (Ysgol Maesincla)

Local Members

Councillor Huw Edwards	Plaid Cymru
Councillor Selwyn Griffiths (Chairman)	Plaid Cymru
Councillor Gareth Thomas	Plaid Cymru
Councillor Tom Ellis	Independent
Councillor Jean Forsyth	Independent
Councillor Louise Hughes	Llais Gwynedd
<i>awaiting nomination</i>	Llais Gwynedd

Co-opted members (non voting)

Mr Rheinallt Thomas
Mr Gwyn Rhydderch
Parch Aled Davies

Officers

Mr Dewi Jones	Head of Education Department Gwynedd
Mr Ken Robinson	Education officer and SACRE clerk
Miss Bethan James	System Leader, GwE
Mrs Glynda O'Brien	Officer: Members and Scrutiny Department

3.3 SACRE meetings 2013-14

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2013-14, Gwynedd SACRE met on three occasions:

22 October 2013
19 February 2014
25 June 2014

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

- a) **Meeting held on 24 October 2012**
- Gwynedd SACRE's Annual Report (draft) 2012/2013
 - Religious Education in the Foundation Phase: presentation by Ann Williams, head teacher of Ysgol Llanelltyd
 - Standards in religious education
 - School self-evaluation reports: Ardudwy, Dyffryn Ogwen, O.M.Edwards, Dolbadarn, Cefn Coch, Baladeulyn.
 - ESTYN's thematic report: 'Religious Education in Secondary schools'
 - SACRE's leadership and support: analysis of questionnaire
 - Wales Association of SACREs: submit papers for the meeting held at Caernarfon, Gwynedd on 19 June 2013.

b) Meeting held on 19 February 2014

- School self-evaluation reports: Edmwnd Prys, Brynrefail
- The National Literacy and Numeracy Framework and the review of the National Curriculum Wales
- Gwynedd SACREs Annual Report (final) 2011/12
- Wales Association of SACREs: submit papers for the meeting held at Cardiff on 10 October 2013

c) Meeting held on 25 June 2014

- School self-evaluation reports: Brithdir, Tanycastell, Pont y Gof, Tregarth
- Wales Association of SACREs: submit papers for the meeting held at Caerphilly on 27 March 2014.

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 Miles 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, System Leader, GwE

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

3.3.4 The SACRE report was sent to the following organisations:

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

- Gwynedd schools
- Members of Gwynedd SACRE
- Department for education and Skills, Welsh Government
- Head of Gwynedd’s Education Department

- Gwynedd Council Leader
- Wales Association of SACREs

A printed copy was distributed to:

- Members of Gwynedd SACRE

3.5 Template used by Gwynedd SACRE for a school's self-evaluation of standards in religious education

Rationale

Religious Education is locally controlled by a Standing Advisory Council on Religious Education (SACRE). It is made up of three committees: representatives of the principal religious traditions of the area, teacher representatives and local authority representatives. SACRE's main function is, "to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit." (Education Reform Act 1988 s.11(1)(a))

Gwynedd SACRE believes that this advice should be based on current information and hopes that the following guidelines will enable headteachers to support SACRE in its duties.

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

- reviewing ESTYN inspection reports;
- analysing the assessment and examination results within the secondary schools of the Local Authority;
- receiving regular reports from the representatives of the local school advisory service;
- inviting teachers and headteachers to share examples of good practice with SACRE members.

The new ESTYN Inspection Framework will no longer make specific references to Religious Education and collective worship. Gwynedd SACRE would therefore like to take advantage of the procedures and practices that are currently used by headteacher and teachers as they prepare for the new Inspection Framework. It was resolved at the Gwynedd SACRE meeting on 13 October 2010 that it would fulfil its statutory responsibilities by inviting schools to share their self evaluation of Religious Education, collective worship and pupils' spiritual and moral development with SACRE members.

Primary and secondary schools are kindly asked to submit a summary of the school's self evaluation to the clerk of Gwynedd SACRE during the year when they are inspected by ESTYN.

Contact details:

Name (SACRE Clerk): Ken Robinson

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

Since 2008 the SACREs of Wales have adopted or adapted the National Exemplar Framework for Religious Education (DCELLS 2008) as their locally agreed syllabus. Members of the National Advisory Panel for RE have welcomed this consistency across Wales since it has allowed them to work together to prepare generic guidelines for schools and SACREs. Many SACREs in Wales have adopted a monitoring procedure/process similar to the one noted in this document.

Name of School:

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

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

Collective Worship							
Key Question 2: How good is provision in Collective Worship?							
Does Collective Worship meet the statutory requirements?						Yes	No
References: ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' (September 2013), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94), Guidance on Collective Worship (WASACRE 2012)							
Good features in relation to the quality of Collective Worship							
Areas for Development in relation to the quality of Collective Worship							
Excellent		Good		Adequate		Unsatisfactory	

Signed: (Head teacher)

Date:

3.6 Guidance for interpreting external examination data

What does the GCSE (full course) table show?

<table border="1"> <tr><td colspan="3">Number of candidates</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	Number of candidates			B	G	Σ	This column shows the number of boys (B) and girls (G) who have followed a full GCSE course in Religious Studies and who have sat the examination this year. The Σ symbol shows the total number of candidates.
Number of candidates							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% Excellence</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% Excellence			B	G	Σ	This column shows the percentage (%) of boys (B) and girls (G) who have gained an A* or A in Religious Studies this year. The Σ symbol shows the total number of candidates.
% Excellence							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% L2</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% L2			B	G	Σ	The range of qualifications available to candidates has led to a revised method of comparing the standards of the various qualifications. The Level 2 qualification represents A* to C grades in GCSE courses. This column represents the percentage of boys (B) and girls (G) that have achieved an A* to C grade in Religious Studies this year. The Σ shows the total number of candidates.
% L2							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% L1</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% L1			B	G	Σ	The range of qualifications available to candidates has led to a revised method of comparing the standards of the various qualifications. The Level 1 qualification represents A* to G grades in GCSE courses. This column represents the percentage (%) of boys (B) and girls (G) that have achieved an A* to C grade in Religious Studies this year. The Σ shows the total number of candidates.
% L1							
B	G	Σ					
<table border="1"> <tr><td colspan="3">Average subject score</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	Average subject score			B	G	Σ	Each grade is worth 6 points. Therefore an A* grade is equivalent to 58 points and a C grade is worth 40 points. The average score of all the subjects shows how this group of pupils (those who have sat Religious Studies in the school) have performed in all their subjects. . The total number of points gained by the pupils is divided by the number of pupils who have sat the examination n the school. This column therefore represents the average score of boys and girls in Religious Studies in the school and in the local authority. The Σ symbol represents the total number of candidates.
Average subject score							
B	G	Σ					

What does the GCSE (short course) table show?

<table border="1"> <tr><td colspan="3">Number of candidates</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	Number of candidates			B	G	Σ	This column shows the number of boys (B) and girls (G) who have followed a short GCSE course in Religious Studies and who have sat the examination this year. The Σ symbol shows the total number of candidates.
Number of candidates							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% Excellence</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% Excellence			B	G	Σ	The range of qualifications available to pupils has led to a revised way of comparing qualification standards. Short courses contribute 10% to the Level 1 and Level 2 threshold. An A* for the short course is worth 29 points.
% Excellence							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% L2</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% L2			B	G	Σ	
% L2							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% L1</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% L1			B	G	Σ	
% L1							
B	G	Σ					
<table border="1"> <tr><td colspan="3">Average subject score</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	Average subject score			B	G	Σ	Each grade is worth 6 points. Therefore an A* grade (short course) is equivalent to 29 points and a C grade is worth 11 points. The total number of points gained by the pupils is divided by the number of pupils who have sat the examination in the school. This column therefore represents the average score of boys and girls in Religious Studies in the school and in the local authority. The Σ symbol represents the total number of candidates.
Average subject score							
B	G	Σ					