



# Complete Agenda

**Democratic Service**  
Swyddfa'r Cyngor  
CAERNARFON  
Gwynedd  
LL55 1SH

Meeting

**SACRE**

Date and Time

**2.00 pm, WEDNESDAY, 15TH FEBRUARY, 2017**

Location

**Siambr Hywel Dda, Council Offices, Caernarfon, Gwynedd, LL55 1SH**

Contact Point

**Glynda O'Brien**

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(DISTRIBUTED: 08.02.17)

## **SACRE**

### **MEMBERSHIP (7)**

#### **Plaid Cymru (4)**

Councillors

Annwen Daniels

Gweno Glyn  
Vacant Seat

E. Selwyn Griffiths

#### **Independent (2)**

Councillors

Thomas G. Ellis

Jean Forsyth

#### **Llais Gwynedd (1)**

Councillor  
Vacant Seat - Llais Gwynedd

### **Aelodau Ex-officio / Ex-officio Members**

Chairman and Vice-Chairman of the Council

#### **Christians and Other Religions**

Awaiting Nomination

Methodist Church

Dr W Gwyn Lewis

Presbyterian Church of Wales

Mrs Elizabeth Roberts

Undeb Bedyddwyr Cymru

Cynrig Hughes

The Independents

Eirian Bradley Roberts

Catholic Church

#### **Teachers**

Alwen Watkin

ASCL

Miriam A. Amlyn

NAS/UWT

Cathryn Davey

UCAC

Heledd Jones

NUT

Awaiting Nomination

ATL

#### **Aelodau Cyfetholedig / Co-Opted Members:**

Gwyn Rhydderch

Parchedig Aled Davies

# A G E N D A

1. **PRAYER**

2. **APOLOGIES**

To receive apologies for absence.

3. **DECLARATION OF PERSONAL INTEREST**

To receive any declaration of personal interest.

4. **URGENT ITEMS**

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

5. **MINUTES**

5 - 8

The Chairman shall propose that the minutes of the meeting of SACRE held on 2 November 2016 be signed as a true copy.

Copy enclosed)

6. **SCHOOLS' SELF-EVALUATION**

9 - 43

(a) To receive, for information, the monitoring form in respect of schools' self-evaluation for the Summer to Autumn 2016 period.

(Copy enclosed)

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

- (i) Bodfeurig School
- (ii) Borthygest School
- (iii) Bro Cynfal School
- (iv) Cae Top School
- (v) Llanbedr School
- (vi) Maenofferen School
- (vii) Penybryn School (Tywyn)
- (viii) Rhiwlas School
- (ix) Waunfawr School

(Copies enclosed)

**7. UP-DATE BY THE CHALLENGE ADVISER (MISS BETHAN JAMES)**

To receive an up-date by the Challenge Adviser on the following:

- (i) Religious Education Standards
- (ii) Religious Education Resources
- (iii) Religious Education and the Lifetime Curriculum
- (iv) Religious Studies and GCSE / A Level

**8. GWYNEDD SACRE ACTION PLAN** 44

To consider the action plan.

(Copy enclosed)

**9. WALES ASSOCIATION OF SACRE** 45 - 54

(a) To receive the draft minutes of the Wales SACRE Association's meeting held on the 18 November 2016 in Carmarthenshire.

(Copy enclosed)

(b) To consider nominations fro the Executive Committee of WASACRE.

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## S.A.C.R.E. – STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION 02/11/16

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**Present:** Councillor Selwyn Griffiths - Chairman

**Gwynedd Council Members:** Councillors Annwen Daniels, Tom Ellis and Gweno Glyn

**Christians and Other Faiths:** Cynrig Hughes (Congregationalists), Dr Gwyn Lewis (Presbyterian Church of Wales), Mrs Elisabeth Roberts (Union of Welsh Baptists)

**Teachers:** Heledd Jones, Alwen Watkin

**Officers:** Glynda O'Brien (Member Support Officer)

**GwE:** Miss Bethan James (GwE Challenge Adviser)

**Apologies:** Cllrs Jean Forsyth, Eirian Bradley Roberts (The Catholic Church), Cathryn Davey (Teachers Union) and Mai Bere (Assistant Education Quality Improvement Officer).

### 1. PRAYER

The meeting commenced with a prayer from Councillor Selwyn Griffiths.

### 2. THE CHAIRMAN'S ANNOUNCEMENTS

(a) Reference was made to an email sent by Mr Rheinallt Thomas, Co-opted Member of SACRE Gwynedd, informing the committee of his intention to resign as Member. The Chairman paid tribute to Mr Thomas for his dedication and contribution to the work of SACRE for many years. Mr Thomas had been a Member of SACRE since its inception and it was noted that the committee had benefited from his experience and enthusiastic support of Religious Education.

(b) Best wishes for a speedy recovery were extended to Mrs Mai Bere, Assistant Education Quality Improvement Officer, following a recent operation.

**Resolved:** To request that the Member Support Officer write to Mr Rheinallt Thomas to thank him for his commendable service to SACRE and to wish him well for the future.

### 3. ELECTION OF VICE-CHAIR

**Resolved:** To re-elect Councillor Gweno Glyn as vice-chair of this Committee for the year 2016/17.

### 4. DECLARATION OF PERSONAL INTEREST

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

## 5. MINUTES

The Chair signed the minutes of the meeting of this committee held on 15 June 2016, as a true record.

## 6. GWYNEDD SACRE DRAFT ANNUAL REPORT 2015/16

The Gwynedd SACRE Draft Annual Report for the 2015/16 academic year was submitted for the 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 the importance of bringing the recommendations in the report to the Cabinet's attention. Members were guided through the report and the following main points were highlighted:

- (i) Self-evaluations - Gwynedd SACRE was commended for its arrangement of receiving self evaluations by schools, and improvement was seen in the quality of self-evaluations. It was also noted that schools were appreciated for completing them. The number of self-evaluations received over five years was noted, and between eight and 14 were able to be scrutinised annually in Gwynedd. The Committee was reminded that agreement had been reached to name the schools. Reference was made to the issues that received attention.
- (ii) Teachers' assessments - the Committee's attention was drawn to the recommendations and it was noted that GCSE and A Level specifications were available on the WJEC website. It must be ensured that schools gain access to the subject guidelines of the WJEC examination board.
- (iii) In response to a member's enquiry with regard to raising the standard of results among boys, it was noted that the data did not reflect the nature of the cohort in every school. It was agreed that the recommendations for Gwynedd Council needed to include a reference to closing the gap between boys and girls. It was further noted that the AS material appealed more to boys.
- (iv) The ESTYN review reports were referred to, noting that unerringly in Gwynedd there was some reference to Religious Education and collective worship. In terms of Collective Worship this was acknowledged to be generally good and very good at some schools. It was noted that some schools collaborated well with local Chapels and Churches as pupils learnt about religion in the local area. During the ensuing discussion, Members were of the opinion that the table at point 2.3.3 should be removed and a letter sent to ESTYN to ensure correct use of terms with regard to collective worship, noting that they welcomed the references to the partnership work undertaken between schools and religious groups. It was further recommended that it would be beneficial to add a question to the self-evaluation form so that schools could note the partnership work undertaken with religious groups.
- (v) From a collective worship standpoint, it was hoped that SACRE members would be invited to schools to participate in collective worshipping sessions. It was noted that approximately three quarters of Môn SACRE members had attended sessions and had conducted useful discussion sessions at the SACRE meeting.

**Resolved: (a) To accept, note and give thanks for the annual report along with the above mentioned observations.**

**(b) Send ESTYN a letter expressing Gwynedd SACRE's wish that the inspector ensure the correct use of terms with respect to collective worship and draw attention to and acknowledge the good partnership work undertaken between schools and religious groups in communities.**

## **7. COLLECTIVE WORSHIP - QUESTIONNAIRE**

A questionnaire that was trialled by Môn SACRE members whilst attending collective worship sessions at schools was submitted.

Members were asked whether they would be prepared to attend sessions at schools in Gwynedd and whether they would be happy to trial this. It was emphasised that schools would not need to prepare specifically for visits by SACRE Members.

In response, individual Members made the following observations:

- That the preferred option would be for schools to invite SACRE Members to a session, be it a period of time during class or a collective session.
- That there was a very good relationship between schools and the chapel in some villages and Ysgol Bro Hedd Wyn, Trawsfynydd and Ysgol Cefn Coch, Penrhyndeudraeth were referred to specifically.

**Resolved: The Assistant Education Officer was asked, in conjunction with the GwE Challenge Consultant, to ask schools to invite SACRE Members to attend collective worship sessions.**

## **8. WALES ASSOCIATION of SACREs**

### **(a) Minutes of the previous meeting**

The draft minutes of the previous Association meeting, held on 23 June 2016 in Rhyl, were submitted.

The GwE Challenge Advisor drew attention to the lack of SACREs members' attendance and members were urged to attend if able.

A member noted that the minutes were not bilingual and that word should be sent to the Association noting that the translation process needed to be speeded up so that they could be submitted bilingually as part of the Gwynedd SACRE Agenda.

The GwE Challenge Advisor referred to the main issues discussed at the above meeting:

- Religious Education and its place in the new curriculum
- Guidelines on Managing the Religious Education Exemption Rule provided by Gill Vaisey

**Resolved: To accept and note the above.**

(b) To note that the next Association meetings would be held on:

- 18 November 2016 in Carmarthen

- 3 March 2017 at Usk, Monmouthshire

**Resolved:**                    **To accept and note the above.**

**9.        UPDATE BY THE GwE CHALLENGE ADVISOR**

Reported:

- (a) That the Region had identified lead Religious Education teachers who would work with teachers in Gwynedd and Anglesey to prepare a new GCSE specification.
- (b) With regard to the new Curriculum, no guidance had been given to date but officers had begun the preparatory work so that the principles and local leadership of "What constitutes good religious education" can be submitted.

**Resolved:**    **To accept, note and thank the GwE Challenge Advisor for her work noting that her guidance was very valuable to SACRE members.**

The meeting commenced at 2:00 pm and concluded at 3:20 pm.

**CHAIR**

# Agenda Item 6

## Monitoring Summer 2016 - Autumn 2016

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 of the findings in the following tables:

Secondary Schools	SE Report	School finding			Estyn Report	Date	Estyn Finding
		KS3	KS4	Collective Worship			
<b>Summer 2016</b>							

Primary Schools	SE Report	School Findings			Estyn Report	Date	Estyn Finding
		KS1	KS2	Collective Worship			
<b>Summer Term 2016</b>							
Waunfawr	✓	Good	Good	Good	23/06/16	18/04/16	<b>Good</b>
Bro Cynfal	✓	Good	Good	Good	13/07/16	09/05/16	<b>Good</b>
Cae Top	✓	Excellent	Good	Good	20/07/16	05/16	<b>Good</b>
<b>Autumn Term 2016</b>							
Bodfeurig	✓	Good	Good	Good	19/9/16	22/11/16	<b>Good</b>
Llanbedr	✓	Adequate	Adequate	Good	19/9/16	22/11/16	<b>Good</b>
Maenofferen	✓	Good	Good	Good	06/12/16	10/16	<b>Adequate</b>
Rhiwlas	✓	Good	Good	Good	06/12/16	10/16	<b>Good</b>
Borth-y-gest	✓	Good	Good	Good	13/12/16	10/16	<b>Good</b>
Penybryn Tywyn	✓	Good	Good	Good	20/12/16	17/10/16	<b>Good</b>
<b>Spring Term 2017</b>							
Talysarn							

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

During the **2016 Summer term 3** primary schools, 0 secondary schools and no special schools were inspected by Estyn.

During the **2016 Autumn Term 6** primary schools, 0 secondary schools and no special schools were inspected by Estyn. It is anticipated that another 1 school as well as 0 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:**

#### **Summer Term 2016**

##### **Ysgol Waunfawr (April 2016)**

**Care, support and guidance: Good**

The school is a caring community and has effective arrangements for supporting its pupils' health and wellbeing. There are purposeful opportunities for pupils to take part in physical education lessons and there are appropriate arrangements for promoting eating and drinking healthily. The school provides effectively for pupils' spiritual, moral, social and cultural development. Activities across the curriculum, residential programmes and links with a range of agencies contribute productively to this. For example, the school arranges walking trips and outdoor skills courses with Antur Waunfawr to promote pupils' awareness of the physical environment and heritage of their locality.

##### **Ysgol Cae Top (May 2016)**

**Care, support and guidance: Good**

Pupils' spiritual, moral, social and cultural development is promoted successfully. All staff's strong focus on promoting expectations of high values encourages pupils to take responsibility for their actions. There are effective arrangements to support pupils' health and wellbeing. The school makes appropriate arrangements for promoting eating and drinking healthily. The school promotes pupils' understanding of the importance of physical exercise and keeping fit successfully through a wide variety of opportunities during school time and in extra-curricular activities.

##### **Ysgol Bro Cynfal (May 2016)**

**Care, support and guidance: Good**

The school is a friendly and caring community and it has appropriate arrangements for promoting eating and drinking healthily. Through a wide range of physical activities during lunch times and in after-school clubs, pupils receive a variety of opportunities to increase their health and fitness levels. The school co-operates effectively with a number of specialist agencies such as the language therapist and the local police officer. These contacts have a positive effect on pupils' standards of wellbeing. Through regular assemblies and opportunities for reflection, the school promotes pupils' spiritual, moral, social and cultural development successfully.

##### **Ysgol Bodfeurig (September 2016)**

**Care, support and guidance: Good**

The good quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing. The school has appropriate arrangements to promote eating and drinking healthily, and to ensure that pupils understand how to be safe. This is supported well by events such as the breaktime fruit shop and sports clubs.

The school promotes pupils' spiritual, moral and cultural development successfully by providing regular collective worship assemblies and through curricular activities. Provision for personal and social education is of high quality and means that pupils develop a sound understanding of values such as honesty, fairness and respect for others. This is highlighted clearly in the way in which they treat each other.

**Ysgol Llanbedr (September 2016)****Care, support and guidance: Good**

The school is a happy and caring community where pupils are nurtured to be aware of the importance of caring for each other and treating others with respect, particularly those who are less fortunate than themselves. There are appropriate arrangements to promote eating and drinking healthily. The importance of keeping fit and eating healthily are emphasised effectively through the curriculum and extra-curricular activities, such as sports clubs and gardening. Collective worship periods contribute effectively to promoting pupils' spiritual, moral, social and cultural development.

**Ysgol Maenofferen (October 2016)****Care, support and guidance: Adequate**

The school is a happy and caring community. It promotes pupils' health and wellbeing successfully and offers various opportunities to promote pupils' health and fitness both during and outside school hours. There are effective arrangements for encouraging pupils to eat and drink healthily.

Provision for pupils' social, moral, spiritual and cultural development is effective. This is reflected in the way in which they treat each other and adults with respect. There is a good range of activities that encourage pupils to reflect. Suitable curricular activities encourage them to develop a sense of curiosity by reflecting on their own lives and beliefs and those of others. School assemblies and circle time provide beneficial opportunities for pupils to foster values such as honesty, tolerance, fairness and respect for truth and justice effectively.

**Ysgol Rhiwlas (October 2016)****Care, support and guidance: Good**

The school has appropriate arrangements for eating and drinking healthily, and ensuring that pupils understand the importance of keeping fit. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school promotes pupils' spiritual, moral, social and cultural development successfully by providing regular collective worship assemblies and through curricular activities. Visitors are invited regularly to lead worship, and there are opportunities for pupils to reflect on current topics, such as how to be a good friend to others. This is reflected in the way in which they treat each other and adults with respect. Studies and visits in their local area contribute very effectively to pupils' understanding of their history and heritage.

**Ysgol Borth-y-gest (October 2016)****Care, support and guidance: Good**

The school is a happy, safe and inclusive community that promotes pupils' health and wellbeing successfully. Teachers promote pupils' understanding of the importance of exercise effectively and provide a variety of valuable extra-curricular activities. The school has appropriate arrangements to promote eating and drinking healthily. The school provides effectively for pupils' spiritual, moral, social and cultural development. Recently, the school has adopted robust procedures to raise attendance, which have led to improvement. However, they have not yet had enough of an effect on long-term attendance rates.

**Ysgol Penybryn, Tywyn (October 2016)****Care, support and guidance: Good**

The school is a safe and caring community. It is organised effectively and staff contribute well to develop pupils' wellbeing. Staff provide regular opportunities for pupils to develop their awareness of spiritual and moral aspects in various regular sessions, including circle time, class and whole-school assemblies. This is reinforced effectively by sessions with the community police officer, for example. The school makes suitable use of the services of external agencies, such as the welfare

officer and the educational psychologist, to support individual pupils. However, the current procedures have not yet had enough of an effect on raising the school's attendance rates or improving the punctuality of a very few pupils.

The school makes good arrangements to promote eating and drinking healthily. The school's plans ensure that pupils understand the importance of regular exercise and keeping themselves safe.

School: Ysgol Bodfeurig

Address: Sling, Tregarth, Bangor ,Gwynedd.

**Religious Education**

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

- The self-evaluation is based on religious education lesson observations, evaluations of pupils RE work and interviews with pupils.
- Are there good examples of the pupils literacy, numeracy and ICT skills within a religious education context?

**References :** ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Beliefs (2013),KS2 and KS3 Exemplar Guidelines and Profiles (2011),

**Standards in Religious Education - progress in learning, pupil groups.**

- Standards achieved by most pupils across the school in RE are good.
- Books scrutiny practices indicate that almost every pupil benefits from a broad range of RE experiences and that these experiences contribute towards enriching and enhancing most pupils understanding successfully.
- Estyn 2016 Report notes that pupils standards of well-being, emotional, moral and spiritual standards are good.
- A portfolio of the school’s RE work indicates that an effective cross-section of cross-curricular literacy activities are presented to the pupils that effectively integrates with the requirements of the Locally Agreed Syllabus.

**Matters to focus on**

Excellent

Good

✓

Adequate

Unsatisfactory

**Key Question 2: How good is the provision in RE?**

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based information, teachers specialization and professional development, suitability of the programme of study and range of learning resources used.
- Consider to what extent the RE activities develop the pupils literacy, numeracy and ITC skills.
- An evaluation of lesson evaluations and pupils work allow headteachers and co-ordinators to form an opinion on quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the provision ‘People, Beliefs and Questions’ for Foundation Phase learners as well as RE at KS2.

**References:** ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus, Welsh Government Guidelines: People, Questions and Beliefs (2013), Exemplar Guidelines and Profiles KS2 and KS3 (2011).

**Teaching: planning and range of strategies**

- The school has good provision for planning, promoting and developing an understanding of RE aspects. Time is weekly allocated within every class across the school to present specific aspects of RE to the pupils that is appropriate for age-group and ability.
- Detailed medium term plans are displayed on the school door that is appropriate to age-group and ability.
- RE lessons are time-tabled across the age ranges and almost all pupils have a consistently good grasp of Christianity and other religions.
- Almost all the pupils have a good understanding of other religions and other global cultures.
- Many KS2 pupils discuss big questions intelligently and maturely.
- Almost all the pupils appreciate their role and responsibility as global citizens and understand the importance of ventures such as Fair Trade and the work of charities such as Comic Relief/ Water Aid/ Children in Need and the impact that they have on others lives.
- The School Council contributes towards the school’s daily activity and play a prominent role in setting the plans priorities and the bias of the school’s charity work e.g. fund-raising towards Logan Sellers Fund and the young people mental health organizations.
- Aspects and strands have been mapped across the range and have been combined with the school’s Cornerstones Curriculum to ensure progression and continuity in the pupils skills and understanding.
- RE has a core role in the school’s plans and is scheduled weekly throughout the school.
- RE Scheme of Work has been adopted by the school and is an effective means to ensure that literacy is taught cross-

curricularly leading to continual improvement in standards at the school.

- RE is successfully combined with specific ventures and aspects of ADCDF such as Fair Trade and Re-cycling. The impact is the school's success in receiving Eco School Platinum Award accreditation. These themes are presented and have become established throughout the school so that every pupil develops specific Christian aspects e.g. wardens of the world. Contacts have been established with specific establishments in the community.
- Estyn 2016 report notes *The school successfully promotes the pupils spiritual, moral and cultural development through providing regular services of collective worship and through the curriculum activities.*

**Matters to focus on**

Excellent		Good	✓	Adequate		Unsatisfactory	
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## Collective Worship

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

**Does the collective worship comply with the statutory requirements?**

Yes

No

**References:** ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspection of Collective Worship at non-denominational schools (ESTYN, September 2010)', 'Religious Education and Collective Worship' (Welsh Office Circular 10/94), *Guidelines on Collective Worship* (Wales SACRE's Association, June 2012).

#### Good aspects as regards quality of Collective Worship

- The school arrangements for collective worship is good and fully complies with statutory guidelines and requirements.
- The responses and behaviour of almost all the pupils are to be commended during the meetings and it develops a sense of belonging and joint ownership at the school.
- The school's policy on collective worship is implemented and the entire school community is aware of it.
- Central features of collective worship are included in every worship and has had a positive impact on the ethos of these periods at the school at both key stages.
- The pupils participation is an integral part of the school's collective worship. The voice of the child figures prominently in the collective worship with several examples of pupils jointly preparing their class service. The parents attendance in these services and presentations is a system that has become established as a natural practice at the school.
- An annual Thanksgiving and Easter Service is held at the school. The Festival's Christian character is reflected through contributing to a Food Bank in the community.
- Classroom services are held that form a core part of the school's weekly award service that has ensured and nurtured close contact with the parents community and makes them aware of the school's daily talents and actions. This link has contributed towards the school's homely ethos where Christian values such as kindness, forgiveness and tolerance have a prominent role. It has drawn in the school's wider community to appreciate the pupils achievements, creating a mutually appreciative environment and the school-home partnership.
- Each teacher takes turns to lead the worship that is central to the vision of the headteacher's distributed leadership. This has led to making all staff members more accountable for collective worship.
- The definite structure of the collective worship time-table has led to a growing sense of the service being a special period to reflect and meditate.
- Estyn 2016 report notes *The school successfully promotes the pupils spiritual, moral and cultural development through providing regular services of collective worship.*

**Matters to focus on regarding quality of Collective Worship**

Excellent		Good	✓	Adequate		Unsatisfactory	
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Signed: *Alison Halliday* (Headteacher)

Date: 13.1.17

**Religious Education**

**Key Question 1: How good are outcomes in RE?**

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

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

**Standards in Religious Education – progress in learning**

Most of the pupils get on well together and standards of behaviour of most of the pupils is good. They have a caring attitude towards one another and show respect towards children, staff and visitors. The children have good standards in their spiritual and moral awareness. They make an effective and appropriate contribution, showing mutual respect and respect towards others. The School Council regularly organizes charity fund-raising campaigns - e.g. Children In Need, Macmillan Cancer, JDRF.

Through studying global catastrophes, the pupils effectively discuss justice and fairness.

Pupils can effectively narrate religious stories through their writing and role play. They know many religious stories from memory and can describe how people practice their faith

At the regular collective worship sessions, the pupils meditate and provide impromptu prayer showing empathy, tolerance and a concern for others.

They have a good appreciation of other beliefs as well as Christianity.

The school successfully prepares pupils who achieve well.

**Standards in literacy, numeracy, ITC and thinking skills**

**Literacy Skills:**

**Oracy and listening**

- The majority of pupils speak both languages confidently. A low percentage of the pupils speak Welsh at home, however, they can vary their conversation in different situations.
- Although the majority of pupils arrive at the school with English oracy skills far higher than in Welsh, end of Key Stage 2 data reflects the school’s hard work in reconciling performance across both languages.

**Reading**

- Most of the pupils can discuss what they have read, showing an understanding of various texts. They can express a view on texts.
- At the Foundation Phase, a robust understanding is developed of phonics to build words and develop reading skills. Tric a Chlic has been used since spring 2016 and has a positive impact on standards with many Reception class pupils making good progress with their reading.

**Writing**

- There is evidence in pupils books that standard of writing cross-curricularly is of the same standard as that presented in Welsh and English lessons. Geirio Gwych techniques are effectively used to develop extended writing cross-curricularly. The quality of work of most of the pupils is good in both languages.
- When planning, it is ensured that various types of writing are presented each term. The types are presented in

appropriate forms, and the pupils books show that a cross-section of writing genres have been studied. Pupils regularly do extended writing, with appropriate measures that lead to extended compositions.

- Cross-curricular extended writing has developed well, with high quality tasks seen in the books of a majority of pupils. There is language balance and various forms. Throughout the school there are more opportunities for extended writing and in Y2, Y5 and 6, many pupils quality of work is good.

### Numeracy Skills

- The majority of pupils can transfer what they have learnt in Mathematics lessons cross-curricularly. The pupils receive several opportunities to develop numeracy, and the pupils work corresponds to Numeracy Framework requirements, and is appropriate for age-group and ability. Tasks are set that challenge every learner Group, including MaT.

### ITC Skills

- The majority of pupils confidently use ITC (computer and iPads) for information gathering off the Internet cross-curricularly. At the upper end of the school, most pupils can effectively use apps such as pages and Keynote, merging and importing pictures, videos and music to create a presentation. They effectively use word processor programmes on computers such as Word and presentation programmes such as Publisher.
- 2simple programme is used at the Foundation Phase to create pictograms, block graphs and bar charts. The pupils work is appropriate for age-group and ability.
- At KS2, pupils use ITC to draw charts such as pie chart and graphs. They can effectively create and explore databases using Hwb+.
- Pupils at the upper end of the school can use Excel programme to create a spreadsheet and draw a graph from the data.
- The pupils can use coding programmes such as Scratch and j2code ar Hwb+

### Thinking Skills

- Thinking skills are developed throughout the school, Efl is implemented throughout the school. Pupils take greater responsibility for their learning as they progress through the school, they form part of the SC setting process throughout the school. Pupils assess peers work. Older pupils identify the skills that they have developed in tasks and pupils regularly self-assess.

### Matters to focus on

- Continue to develop Efl – ensure consistency in SC set for writing
- Ensure that pupils have regular opportunities to improve upon compositions and respond to feedback
- Ensure that quantitative feedback is provided
- Continue to develop knowledge on different religions focussing on learning about religions messages on how to live well.
- Continue to develop literacy, numeracy and ITC skills cross-curricularly.

Excellent		Good	X	Adequate		Unsatisfactory	
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### Key Question 2: How good is RE provision?

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based information, specialization and the teachers professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work allows headteachers and heads of department to form a judgement on quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.

- Primary schools should refer to the 'People, Faiths and Questions' provision for Foundation Phase learners as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

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

### **Teaching in religious education: planning and range of strategies**

We appropriately plan for the subject. The lessons are carefully planned to instil interest and provide a range of valuable and engaging experiences and activities. The teachers plans are planned in detail and defined for skills and the Frameworks. The subject is appropriately time-tabled at the school.

A number of various teaching strategies are used when teaching RE to instil the pupils interest and the pupils positively respond showing satisfaction. The pupils experiences are enriched through a combination of good work on and off the premises through various visits and extra-curricular activities (e.g.annual visit to Coleg y Bala to learn about Easter).

Assessment for Learning is regularly used to enrich the provision. EfL strategies have been focussed upon as one of the SDP's main priorities in 2015/16. The pupils develop to set their own S.C. for tasks. All the children, including those at the FP reflect on end of focus tasks if they have succeeded in their task.

Through thematic teaching providing opportunities for the pupils to lead their own learning, planning work to teach RE as a subject that ensures that the school's entire curriculum is enriched – e.g. through learning about Geography in the news and the story of famous people e.g. Martin Luther King, Mother Teresa, Nelson Mandela

### **Skills Provision: literacy, numeracy, ITC and thinking**

#### **Skills Provision**

- Skills development provision is good throughout the school and is effectively incorporated in every pupil's experiences.
- Literacy and numeracy skills are cross-curricularly developed in activities that are appropriate for age-group and ability. Tasks and activities are effectively differentiated for ALN and MaT pupils. Scrutiny processes in 2015-16 indicated that the majority of pupils made good progress in lessons, acquiring new skills.
- National tests are analysed to identify learner groups who experience difficulties, and MAT pupils.
- Target groups reports indicate that assistants are effectively used to target pupils who have difficulties in aspects such as reading, working with the pupils on IEP targets. Pupils who have difficulties in numeracy are focussed upon in small groups.

#### **Literacy and Numeracy Framework (LNF)**

- There is effective planning for LNF cross-curricularly, activities and tasks of high quality develop the skills and address NLF requirements. Regular scrutiny ensures that pupils work is of appropriate standard and narrative, and meets recent requirements.
- It is ensured that there are opportunities to revisit to enhance understanding, with practiced skills then being developed cross-curricularly.
- A clear link is observed between the pupils work and the LNF.

#### **Communication skills:**

- Teachers carefully plan to develop listening, oracy, reading and writing.The long term plans note types of writing and the forms. It is ensured that extended writing occurs cross-curricularly, with pupils improving

compositions and regularly re-drafting.

#### Number skills

- There is effective planning to develop numeracy cross-curricularly, with clear contacts to the LNF in the plans.
- It is ensured that skills have been presented in the Maths lessons and are then cross-curricularly developed.
- The enriching tasks in the pupils books at the upper end of the school correspond to LNF requirements.
- Following guidance from an Assistant Partner on cross-curricular numeracy planning, better quality tasks are observed in pupils books.

#### ITC Skills

- Appropriate progression is observed in pupils ITC skills from the FP to KS2, and from year 3 to 6.
- Programmes such as 2simple are effectively used at the Foundation Phase, then ipads and laptops for a specific purpose at KS2.
- The provision ensures that almost all the pupils possess robust ITC skills at the end of KS2.

#### Thinking Skills

- Teachers plan more effectively to develop thinking, ensuring more opportunities for pupils to improve upon work. Quality of feedback on pupils work has improved throughout the schools, with clear next steps to be seen, especially in the work at the upper end of the school.
- Through adopting aspects of Geirio Gwych, teachers have transferred greater responsibility to pupils to improve upon their work, and the process has more effectively developed thinking skills.
- It is ensured that the pupils have a more central role when setting SC throughout the school, and the teachers develop more opportunities for pupils to self-assess and assess peers work.
- Pupils have more opportunities to take responsibility for their work through planning and appraisal.

#### Matters to focus upon

Ensure enough resources and artefacts to teach the pupils about beliefs and other practices.  
 Continue to seek opportunities to teach RE cross-curricularly.  
 Continue to try and identify opportunities to develop Literacy and Numeracy skills through RE.  
 Continue to develop aspects of Assessment For Learning such as growth mindset  
 Raise standards of literacy and reading to achieve higher levels

Excellent		Good	X	Adequate		Unsatisfactory	
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### Collective Worship

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

Does the collective worship comply with statutory requirements?	Yes	No
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**References:** ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94), Guidelines on Collective Worship (Wales SACRE's Association, June 2012).

#### Good features of quality of Collective Worship

A wide range of effective strategies are used during morning services to promote the pupils spiritual development. At joint collective worship sessions, it is ensured that there is an appropriate environment and ethos and the children have an active role and are encouraged to meditate, and develop enough confidence to improvise simple prayer. The Lord's Prayer is recited at every collective service.

Members of the community are regularly invited to lead religious services for the children – e.g. Nia from Coleg y Bala.

We ensure that moral, as well as spiritual aspects, form part of the services. There is focus on global catastrophes/disasters at services and in lessons to develop empathy towards others.

**Matters to focus upon regarding quality of Collective Worship**

Ensure that a teacher takes responsibility for organizing services following HR's maternity leave

Plan that classes take the collective service every term

<b>Excellent</b>		<b>Good</b>	X	<b>Adequate</b>		<b>Unsatisfactory</b>	
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Signature : Joanna Thomas (Headteacher)

Date: 4.1.17

<b>Religious Education</b>
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<b>Key Question 1: How good are outcomes in Religious Education?</b>
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- The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and contain an evaluation of teachers assessments and/or examination results.

**Referrals:** ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Beliefs (2013), Guidelines and Model Profiles KS2 and KS3 (2011), 14-19 (2009).

**Standards in Religious Education – progress in learning**

**Standards in Religious Education – progress in learning**

The school has appropriately planned for presentation of the agreed syllabus for RE; however, it is not included with sufficient regularity in the classes work – Estyn Report May 2016

Since the Inspection, substantial work has been done to ensure that RE is included with enough regularity in the work of the classes now.

**THE FOUNDATION PHASE**

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

The increasing emphasis on skills, thinking and assessment for learning skills stimulates various and independent activities.

Looking at work samples and the pupils books, there is a diversity of presentations that reflects the skills.

The older pupils receive diverse and challenging experiences whilst the Foundation Phase reading and recording skills show a good grasp of National Framework requirements to introduce RE.

Almost all can talk about their feelings, their actions and views by the end of the Foundation Phase and around a half describe and provide simple comments on other people's views

The children's ability is developed to use simple religious vocabulary across the Foundation phase and a minority of children will start to recognise that there is a deeper meaning to religious symbols.

Regular Circle Time sessions are held in the classes and they contribute towards developing positive aspects towards problem sharing and feel mutual empathy. They also promote discussion, listening skills and respond to others very well.

At the end of key stages, many achieve Outcome 5 and last year a quarter of Foundation Phase pupils achieved Outcome 6 in Social Development and Well-being and Diversity; the majority achieve Level 4 or 5 in RE at KS2.

There is a close link between the school and humanitarian charities such as Air Ambulance, Children in Need, Macmillan etc.

**KEY STAGE 2**

At the lower end of KS2, the majority can recall, respond and communicate simply some of the beliefs, doctrines and basic religious practices investigated. A very few start to note that which is similar and different in religions.

At the upper end of KS2, many of the pupils can describe some religious beliefs, doctrines and practices and how some of these aspects on religion can impact believers lives. Around a half of the pupils can make links between religious beliefs, doctrines and practices and describe the impact on the lives of believers and note similarities and differences within and across religions.

At the lower end of KS2, the majority of the pupils can describe their feelings, actions and views and provide simple comments on others views. The majority start to recognize meaning to religious symbols and they use simple religious vocabulary appropriately.

At the upper end of Key Stage 2, around a half of pupils can explain how their feelings, actions and views impact their lives, and describe how others viewpoints likewise impact their lives. They use a range of religious vocabulary appropriately and show a basic understanding of symbolic language.

At the lower end of Key Stage 2, almost every pupil can speak and ask questions on their own experiences, the world around them and aspects of religion that they can discuss the questions that arise from their experiences providing their own views. Due to the nature of the themes, a small minority of the pupils begin to recognize that fundamental religious questions are often complex and the answers are often partial and indefinite.

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

Evidence in the pupils books and learning and teaching monitoring findings indicate that standards are now high throughout the school.

**Standards of literacy, Numeracy, ITC and thinking skills**

Many successfully build on previous learning and effectively solve problems effectively using their thinking skills. The Welsh verbal skills of most pupils robustly develop throughout the school. Pupils attentively listen to presentations and confidently verbally respond, using increasingly correct Welsh vocabulary and syntax. Many can speak naturally and fluently about their work from an early age. The minority who cannot speak Welsh at home acquire Welsh rapidly and successfully. By the end of key stage 2, most have a good subject vocabulary. They intelligently contribute to classroom discussions clearly expressing a view about the theme work and the IT and communication work (ITC).

At the upper end of the Foundation Phase, the majority of the pupils read meaningfully and possess an appropriate understanding of the text. At key stage 2, the majority of pupils reading skills develop appropriately in both languages. They pay due focus to punctuation. By the end of the period, most pupils confidently discuss the main events and characters in their current books. Across the period, many use advanced reading skills well when gathering information in reference books. At the Foundation Phase, the majority of pupils write appropriately in various forms across the learning fields, using clear sentence structure and basic punctuation. They use appropriate adjectives and vocabulary in their writing work. Many pupils at key stage 2 write to a standard that is appropriate for their age and ability in both languages. However, pupils do not use their free writing skills consistently enough cross-curricularly.

At the Foundation Phase, most of the pupils use and apply their numeracy skills appropriately, but in a limited range of situations. A majority appropriately apply their number skills to solve simple problems based on class themes. At key stage 2, the mathematical skills of most of the pupils in lessons and in their maths books is sound. However, pupils across the school do not use their numeracy skills consistently enough in other aspects across the curriculum.

The school has a broad range of resources that supports effective learning and teaching.

It has an appropriate supply of ITC resources that well develops the learners digital skills.

**Matters to focus upon****FOUNDATION PHASE/ KEY STAGE 2**

- Continue to develop the pupils vocabulary and ability to question, providing opportunities for them to express an opinion by the upper end of the Foundation Phase.
- Develop an understanding of the impact of religion on the lives of believers by the end of the Foundation Phase.
- Ensure that extended writing is introduced each term in RE.
- Ensure that the Literacy and Numeracy Framework is included in the subject.
- Ensure that the tasks provided for the more able Group are challenging when working through the basic, religious and human questions.

<b>Excellent</b>		<b>Good</b>		<b>Adequate</b>	✓ with some good aspects	<b>Unsatisfactory</b>	
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**Key Question 2: How good is the RE provision?**

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

**Referrals:** [ESTYN Inspection Framework Sections 2.1 and 2.2](#) and the [Locally Agreed Syllabus, Welsh Government Guidance: People, Questions and Beliefs \(2013\), Model Guidelines and Profiles KS2 and KS3 \(2011\), 14-19 \(2009\)](#).

**Teaching in religious education: planning and range of strategies****THE FOUNDATION PHASE**

- Foundation Phase teachers are familiar with the national model framework for presenting RE. They have identified the specific skills related to people, beliefs and questions through the Global Knowledge and Understanding Fields and Personal and Social Development, Well-being and Cultural Diversity.
- Foundation Phase teachers make use of 'People, Beliefs and RE questions for 3-7 year old learners in Wales; when planning units of work.
- Foundation Phase plans on the basis of the above awareness have incorporated people, beliefs and questions within

these two fields and across the other learning fields.

- The activities have been carefully planned across the Foundation Phase and show progression from one class to the other due to joint planning and joint discussion.
- A broad range of experiences are offered to provide every opportunity for the pupils to gain more knowledge and understanding and discussion and reasoning skills in the field.
- Narrative resources, information books, large books, artefacts, ITC resources, visits/visitors to the school all create interest and enrich the provision in the field.
- The teacher has high expectations and provides regular support.
- Pride of place is given to classwork at school services and class displays.
- Extensive use is made of websites such as HWB and Purple Mash as interactive resources.

The Religious aspects within the fields are well provided at the Foundation Phase.

**KEY STAGE 2**

- A session of at least an hour a week is allocated to RE at the upper end of Key Stage 2 and RE is taught as a 'block' unit of work once a term at the lower end of KS2.
- Teachers at Ysgol Bro Cynfal and Ysgol Edmwnd Prys have spent periods on joint planning and both schools follow the same themes/texts to ensure consistency.
- Long, medium and short term plans are implemented in RE and resources/visits are shared between both schools by now.
- The plans are detailed and ensure follow-up and development, focussing on big questions have served to ensure depth and develop the pupils investigation skills.
- As a consequence of broad training, ordering enriching resources that further enhance the teacher's grasp of the field, there is good provision across the stage.
- Detailed assessment methods are a valuable contribution when providing tasks for various abilities.
- Opportunities are taken to take the children out on visits to places of worship and to invite visitors to discuss RE matters with the pupils.

Quality of teaching and Key Stage 2 provision is good.

**Skills Provision: literacy, numeracy, ITC and thinking**

The Numeracy and Literacy framework is focussed upon within RE. The aim is to include at least one extended composition in the field every term and a cross-curricular composition (at the FP and KS2) if it is appropriately related.

ITC is widely used in the RE lessons to search for information on the Internet and appropriate websites, information gathering, recording in various forms (literacy and numeracy). Most of the pupils ITC skills are developing well due to that.

Thinking strategies are used in the RE lessons – GED grid, discussion partners, assessment for learning, peers assessment.

Many successfully build on previous learning and effectively solve problems through effective use of their thinking skills.

**Matters to focus on**

**THE FOUNDATION PHASE**

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

**KEY STAGE 2**

- Continue to develop challenging and extended tasks for the most able pupils in every class.
- Provide an opportunity for the pupils to reflect on the learning, responding to the teachers constructive comments.

Excellent		Good		Adequate	✓ with some good aspects	Unsatisfactory	
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**Collective Worship**

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

<b>Does the collective worship comply with the statutory requirements?</b>	<b>Yes</b>	<b>No</b>
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**References:** ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on Inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94), Guidelines on Collective Worship (Wales SACRE's Association, June 2012).

**Good aspects of quality of Collective Worship**

**Good aspects of quality of Collective Worship**

Collective Worship is provided that follows the common tradition of the Christian faith daily at the school. The Collective Worship is held at a class and school level. Parents have the right to withdraw their children from the worship and their background is taken into account in the worship provision.

Moral, spiritual and faith aspects are explored whilst at the same time nurturing a community spirit and promoting ethos and values.

The children will have an opportunity to do one or several of the following during the Worship:

- Meditation that includes listening, observing or reflecting on motivation, presentation or conversation by a staff member or guest speaker.
- Prayer
- Singing
- Reading

Every pupil has opportunities to participate either in public or through meditation.

On the whole, Collective Worship makes a significant contribution to the pupils spiritual, moral, social and cultural development. Opportunities are taken to develop aspects of PSE, Global Citizenship and the Cwricwlwm Cymreig as part of the Worship. Creating an ethos that differs from the school’s everyday ethos occurs in a majority of the sessions.

Thanksgiving and Christmas services are held in the community. The school also participates in various services at the local church and chapel. Community activities effectively enrich the learning experiences.

Fortnightly services are presented by members ‘Agor y Llyfr’- the presentations are lively and improve all the pupils understanding of various Bible stories contributing towards spiritual and moral development. The presentations are in English that also assists the pupils second language skills.

On the whole, there is good provision,

**Matters to focus on regarding quality of Collective Worship**

- Ensure that A on the C class complies with regulations and requirements
- Further develop the ethos of the worship to reflect something that is separate to the school’s usual activities on every occasion

Excellent		Good	✓	Adequate		Unsatisfactory	
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Signature: I W Jones (Headteacher)

Date: 14.10.16

**School :** Ysgol Cae Top

**URN:** 6613030

**Date of the last Section 50 inspection:** 06/07/16

### **SCHOOL CONTEXT**

Ysgol Cae Top, that is under Church in Wales Control, is situated in Bangor. It provides education for pupils between 3 and 11 years old. There are 234 pupils on the school roll, that includes 28 nursery age pupils. There are eight same age classes at the school.

The school admits the pupils part-time in the September following their third birthday and full-time in the September following their fourth birthday. Around 10% of the pupils come from Welsh speaking homes. Around 25% of pupils come from minority or mixed ethnic backgrounds and speak 16 different languages. Around 24% learn English as an additional language.

Welsh is used as a learning medium at the Foundation Phase. At key stage 2, the pupils are taught in Welsh and English.

10% of pupils are eligible to receive free school meals. 24% are on the school's additional learning needs register. Very few pupils are SEN statemented.

The school was last inspected in May 2009. The headteacher is in post since September 2015, and the deputy since December 2015.

The individual school budget in 2015-2016 per pupil for Ysgol Cae Top is £3,837. The maximum per pupil in primary schools in Gwynedd is £12,116 and the minimum is £2,981. Ysgol Cae Top is 58th out of 98 primary schools in Gwynedd as regards school budget per pupil.

### **THE SCHOOL'S VISION AND VALUES**

*[You may take out or include the school's mission statement, statement of school values or aims as agreed by the school community.]*

#### **Ffynnwn yng Ngoleuni Crist**

The school's vision is based on seven Christian values.

Hope, peace, perseverance, wisdom, friendship, thanksgiving, respect

We stress the importance of the three fold partnership – pupil, school, home.

We provide a happy, stimulating environment where all pupils, irrespective of ability and background, have the opportunity to develop to their full potential.

We equip our pupils to become responsible citizens who have an active role within their bilingual community.

### SCHOOL'S ETHOS

The school serves a wide community with a diversity both of language and socially. Every effort is made at all times to ensure that the pupil feels part of the school family. We take pride in that almost every school visitor recognizes the sense of friendship and discipline at the school and how new pupils settle down and soon.

There is a hard working class environment that is reinforced by displays of the pupils work. This demonstrates respect towards work and the pupils efforts and ensures a stimulating and attractive environment.

The teachers are committed to our pupils development. A high standard of behaviour and commitment is expected at all times.

The Curriculum and other relevant activities assist to develop spiritual, moral, cultural and social understanding.

### SUMMARY

In around 50 words, summarize your school's specialization and effectiveness as a church school.

Ysgol Cae Top serves its multi-cultural community through providing high quality education within the context of Christian belief and practice. We are a happy and effective learning community and specifically focus on Christian values. The golden rule that is regularly drilled into pupils and modelled by the entire staff is to treat others as you would be expected to be treated.

### PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT AT THE PREVIOUS INSPECTION

Schools may wish to add further points if required

#### ***Focus for development 1:***

***Further develop the expression of the school's noted Christian character, especially in the classes.***

Action taken	Impact
<p>There are several displays around the school that display the school's unique Christian character.</p> <p>Christian values are recognized and celebrated throughout the Building with several walls that regularly reinforce the pupils understanding. The values tree provides a good example of this.</p> <p>There is a reflection area close by or in the classes as well as well-being walls/concerns boxes.</p> <p>In their weekly religious education, pupils have obvious opportunities to appreciate Christian</p>	<p>The pupils understanding of Christian values and character is now excellent.</p> <p>Through nurturing the pupils knowledge and understanding of their values and Christian roots, they can appreciate various cultures and recognize their responsibilities as global citizens extremely well.</p> <p>Social skills such as showing kindness and care for others, empathy, collaboration and justice have developed to be very good.</p>

features through multi-medium presentations.	
<b>Focus for development 2:</b> <b>Commence the process of evaluating the school as a church school and complete improvements suggested in the school's documentation.</b>	
<b>Action</b>	<b>Impact</b>
Write Church self-evaluation.  Prepare special periods for Christian RE.  Provide resources to develop the Christian Character around the school.  Re-structure services.  Map faith songs throughout the year. Put high expectations on pupils to learn some by Memory.	Identify what action to take.  Substantial development in the pupils knowledge and understanding of our Christian values.  Special zones for pupils to reflect on and celebrate their faith.  Collaborate with parents from various religions to ensure that all pupils attend the morning services.  Development in pupils Welsh verbal skills and in their sense of belonging through collective worship.

**KEY QUESTION 1**

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

**SCHOOL SELF-EVALUATION: Excellent**

**School evidence based on pupils outcomes**

Comment on:

- Learners Attainment
- Christian values
- Spiritual, moral, social and cultural development
- Relationships
- Understanding of various communities and respect towards them
- Religious Education

The School's vision is to ensure a happy and effective learning community where very high expectations and excellent provision ensures that every pupil fulfils their full potential. Ensuring excellent well-being standards is a regular priority and through collaboration with our community and local schools, this is very successfully achieved. The PSE provision as well as the school's daily practices promote values such as integrity, tolerance, fairness and respect excellently.

Most pupils at Ysgol Cae Top achieve excellently considering their beginnings. Tracking system results (teacher assessments, National and internal tests) indicate that every child makes progress that is at least good, and is often excellent, compared to their previous attainment and against their personal targets. This is achieved through a thorough recognition and excellent relationship with the pupils.

### **recent report.**

Due to our caring and supportive ethos, attendance is very good and places us in the highest 50% of similar schools over the past few years. Last year, attendance was 95.7% and this year, we are very close to our target of 96%.

Almost every pupil arrives in school punctually. The parents are committed to maintaining this level of attendance. There are robust systems in place to promote good attendance and identify homes where support is required.

There have been no instances of racism or bullying. The behavioural support policy and the whole school ethos promotes fraternity and co-existence. Respect is promoted towards differentiation and racial equality through our PSE work and services. Through excellent work to ensure an appreciation of our Welsh and Christian culture, we have laid a strong foundation to appreciate other cultures. We often celebrate our pupils' diverse backgrounds through theme/PSE work or at services. The impact is that our pupils have an intensive grasp of global religions and traditions and of how other cultures enrich our lives.

The school is twinned with Bangor Cathedral and we receive weekly visits from Canon David Fisher as well as fortnightly visits from 'Agor y llyfr'. The impact is to develop knowledge of Biblical stories and their understanding of the underlying lessons. The pupils' ability has been developed to use their knowledge of Bible stories and very successfully relate them to their understanding of our Christian values. The pupil can link the values, from the Biblical context, with their personal lives and simulate them excellently. There are several value trees around the school to celebrate when pupils incorporate these values.

Through working with the Rev Townsend, the pupils collected money towards the 'feed a cow' charity in Kenya. The notion of supporting charities through the work was incorporated in citizenship lessons where more money was raised with Mr Roberts, former Headteacher of Ysgol Corn Hir, for children in Kenya. The pupils, who are led by the school council, eco council or the Welsh Council raise money for a large number of charities during the year such as Children in Need, Christian Aid, Red Noses Day, Marie Curie etc.

These experiences lead to pupils having an excellent knowledge and understanding of their duties as good Christians and global citizens.

There is a firm emphasis on Christianity in our RE lessons. This year, the School has used Church in Wales plans to ensure that the pupils are well informed about the Bible and of the message conveyed by Jesus Christ's gospel. The school's belief is that firm foundations of understanding of our heritage and Welsh and Christian culture is required before we can really appreciate other pupils' cultures and backgrounds. The School also makes excellent use of RE lessons to develop the pupils' literacy and understanding of their Welsh culture. The songs in the morning Service is one of our most effective tools to develop pupils' Welsh oracy, where almost all come from non-Welsh speaking homes. The impact is clearly seen in the accuracy of their articulation and substantial development in their Welsh verbal skills. This has been recognized by the County through the Language charter, Estyn, parents and most of all by the pupils.

### **Key Strengths**

- Learners Achievement
- Christian Values
- Grasp of various communities and respect towards them

### **Points to develop**

- Relationships - Since the departure of Susan Jones, Canon David Fisher has

held weekly services. He is now on a Sabbatical and we hope that somebody else will soon support us.

## **KEY QUESTION 2** What is the impact of collective worship on the school community?

**SCHOOL SELF-EVALUATION:** Good

### **School evidence based on pupil outcomes:**

Comment on:

Impact of collective worship

Central features of collective worship

The core nature of worship and meditation

The theological basis of collective worship

Leadership and management of collective worship

**These suggestions are taken from Improvement Evaluation Programme where further details can be found**

### **Reasons for the grade (impact and provision)**

It is ensured that the period of collective worship encompasses a wide range of Christian themes with a strong emphasis on the School's Christian values and Christian celebrations. This ensures that pupils have a good understanding of the nature of worship, the Christian faith, traditions and practices.

The collective worship plan at Ysgol Cae Top, has been drawn up to ensure continuity, diversity and a clear focus on Christian beliefs and festivals. Various hymns are sung at our services. Through our Services, our RE scheme of work and PSE plan, the pupils effectively contribute through organizing contributions beforehand, sharing feelings at the time and through meditation on what has been discussed. They also have an opportunity to reflect on their personal lives and those of others, consider the fundamental questions of life and reflect on their personal beliefs or values.

These Services provide an opportunity to meditate, question and discuss matters that arise at the school or outside. These periods provide an opportunity for the children to discuss their feelings, listen to others and respect different views.

Weekly, various groups of pupils throughout the school prepare a service. These services include diverse items ranging from drama to a quiz. This enhances KS2 pupils understanding of themes and stories, encourages them to think of effective methods of presenting a story/theme and provides FP pupils with various experiences as regards collective worship.

As a Church School, there are strong links between the school and the pupils and the Cathedral. The Canon David regularly holds services and the children also participate at Cathedral Services – Thanksgiving Service and Christmas service. A Group of Church volunteers hold fortnightly Services - "Agor y Llyfr." Scheme. Bible stories are narrated in drama form that bring the stories alive. The contents/meaning of the stories is discussed at the end of the service. As a consequence, the pupils knowledge of the stories and of the message has enormously increased.

Mae pupils jointly recite the Lord's Prayer at the morning service, jointly recite a prayer before lunch and a prayer/grace at the end of the day. Services and lessons are held to ensure that the pupils understand the nature and purpose of a prayer. During the services, the pupils have an opportunity to meditate and to recite a personal prayer. The pupils have an opportunity to

meditate, write personal prayers for specific occasions e.g. thanksgiving, and local and International events e.g. homeless people in Bangor with the food bank or the war in Syria. This all ensures that the period of collective worship is a notable spiritual period.

#### **Key Strengths**

- Impact of collective worship
- Leadership and management of collective worship

#### **Points to develop**

#### **KEY QUESTION 4**

**How effective is school leadership and management as a church school?**

**SCHOOL SELF-EVALUATION:** Good

#### **School evidence based on pupil outcomes:**

Comment on:

- Christian Vision
- Evaluation and strategic planning
- Further leadership of church schools
- Partnership with key stakeholders

**These suggestions are taken from an Improvement Self-Evaluation Programme where further details can be found**

#### **Reasons for the grade (impact and provision)**

The School has a clear Christian vision. The vision has been jointly drawn up and discussed with all the stakeholders. Specific services and lessons are held on the Christian values upon which the vision is based. This provides pupils with opportunities to discuss, enhance understanding and express the values using various methods.

When self-evaluating the School's Christian direction of travel, we are of the view that we have fully addressed the last inspection in developing the School's Christian character. The plan includes firm implementation measures and sets a definite time-table to follow. The governors monitor progress at their meetings.

School staff and governors effectively address every child's educational needs including ALN registered pupils This ensures that we recognize the School's Christian character through creating an ethos that supports effective learning.

There is a close link between the School and the Cathedral. Through holding Thanksgiving, Christmas, Remembrance Sunday, St David's Day services, and through visits from Bishop Andy and Canon David, we nurture a sense of belonging amongst the pupils. The school has an excellent Church Governor that ensures that we deal with all aspects of school life with a good Christian mindset.

Annually, year 6 pupils spend a day at Bangor Cathedral. A day to celebrate the end of their time at the primary school and to look forward towards the next step. A large number of staff have had an opportunity to attend the event with the pupils and this has provided them with training and professional development.

Christian RE and Global Citizenship is taught weekly by a specialist teacher during PPA periods. This has led to excellent development in pupils knowledge, understanding and skills to be good Christians.

**Key Strengths**

The Headteacher and staff model and promote behaviour and values that make a positive contribution towards creating a school ethos where pupils and staff feel that they are respected and appreciated.

**Points to develop**

Various pupil councils to collaborate with other Church School pupil councils.

**Religious Education**

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

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

**References:** Estyn Inspection Framework Section 1 and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Model Guidelines and Profiles (2011), 14-19 (2009).

**Standards in Religious Education – progress in learning**

- When scrutinizing books, many FP pupils can recall stories such as ‘Stori Moses yn yr hesg’, ‘Dameg yr Heuwr’, story of Mari Jones walking to Bala to buy a Bible and Rama Sita story. They understand why the Bible is important for believers and the importance that Hindus attach to Divali celebrations.
- Upper tier KS2 pupils can write in an extended manner when preparing a comprehensive description of Easter week events and can compare the church celebrations as Christians effectively recall the story of the Crucifixion.
- Although KS2 have investigated pilgrimage locations, they have scant knowledge and understanding of why believers choose to go on a pilgrimage.

**Standards of literacy, numeracy, ITC and thinking skills**

- **Literacy:** most of the pupils have high standards in planning and writing a familiar story, but there is scant evidence of their skills in interpretation, explanation and expressing an opinion.
- **Numeracy:** no examples of numeracy observed in the subject.
- **ITC:** most of the pupils can safely and effectively use the internet to gather simple information on religious practices, e.g. Christmas celebrations across the world, information on William Morgan and Rangoli patterns.
- **Thinking:** many pupil across the school can use a table to compare, prioritize through using a diamond list, and describe the changes in Mari Jones life in a fault line style.

**Matters to focus upon**

There is a need to:

- Ensure that FP pupils can respond in an extended manner to explain the importance that believers attach to a story or celebration.
- Continue to display good literacy in reading and extended writing and use enriching verbal activities to encourage pupils to express personal responses and use a range of appropriate religious language.

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

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

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

**Teaching in religious education: planning and range of strategies**

- The schemes of work indicate that the school prepares suitable religious education activities that adequately meet locally Agreed Syllabus requirements. However, currently there is no long-term overview that outlines how the school intends to meet agreed syllabus requirements.
- When scrutinizing FP and KS2 pupils books, it is observed that there are regular opportunities to recall religious stories. e.g. ‘Dameg yr Heuwr’, Y 10 Pla, Taith Moses, Stori’r Pasg’. However, they do not have opportunities to expand on the importance that believers attach to these stories.
- The school well enriches the pupils experiences through organizing visits, e.g. into the World of Mari Jones, local place of worship. During 2015-16 cwmni ‘Mewn Cymeriad’ presented the story of Mari Jones to FP and KS2 pupils.

**Skills Provision: literacy, numeracy, ITC and thinking**

- **Literacy:** although the school develops writing skills well, more purposeful planning is required to develop oracy and reading skills in religious education.
- **Numeracy and ITC:** appropriate opportunities need to be identified to develop numeracy and ICT skills in religious education.
- **Thinking:** ensure that the thinking skills activities based on graphical organizers lead to more extended verbal and written responses.

**Matters to focus upon****There is a need to:**

- Ensure that the short term plans enable the pupils to address the fundamental questions, to explain the impact of religion on believers and express personal responses. Need to develop opportunities to nurture ITC and numeracy skills when relevant.
- Adapt the school tracking system to record pupils achievement and ensure that the teachers plan the next steps better.

Excellent

Good

Adequate

✓

Unsatisfactory

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

Yes

✓

No

**References :** ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94), Guidelines on Collective Worship (Wales SACRE's Association, June 2012).

**Good aspects of quality of Collective Worship**

- The school keeps a concise record of the collective worship period themes and all teaching staff contribute towards the whole school plan. A whole school morning service is held twice a week, and a period of meditation is held in every class on the other three days.
- Quality of whole school services is good and provides religious/spiritual balance, providing pupils with valuable opportunities to participate and meditate individually and collectively. How to show others respect and fairness is discussed.
- A team from the church is welcomed here every other week with 'Agor y Llyfr' and the pupils have an enriching opportunity to hear stories from the Bible and an opportunity at times to participate through acting/narrating parts of the story.
- There are annual opportunities to fund raise towards charities such as Children in Need, Red Noses every two years, and a charity of their choice every Christmas ( Save The Children Christmas Jumpers this year ). This provide a huge opportunity to develop the pupils empathy as they think of the less fortunate.

**Matters to focus upon as regards quality of Collective Worship**

- Ensure consistency in quality of daily collective worship sessions.

Excellent

Good

✓

Adequate

Unsatisfactory

Signed: Sian Wyn Williams (Strategy Head)

Date: 09 January 2017

**Religious Education**

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

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

**References:** ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Faiths (2013), KS2 and KS3 Model Guidelines and Profiles (2011), 14-19 (2009).

**Standards in Religious Education – progress in learning**

- The Progress Tracking File was used to identify levels of achievement of pupils in y6 this year. Their levels were looked at at the end of y 3, 4 and 5.

	L2	L3	L4	L5
End of Y 3	39%	61%	0	0
End of Y 4	5%	86.5%	9%	0
End of Y 5	0	69.5%	30.5%	0

- In addition, the co-ordinator has scrutinized y6 pupils work to observe how many pupils could produce work that is typical of level 5. The task looked at was Peace. 4 pupils (17%) of Y6 pupils have successfully compared various faiths practices, forging links between them and express an opinion (work that is typical of Level 5).

**Matters to focus upon**

- Continue to prepare lessons and activities that allow pupils to create work that is typical of level 5.

Excellent

Good

X

Adequate

Unsatisfactory

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

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

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

**Teaching in religious education: planning and range of strategies**

It is observed that pupils gain good learning experiences across the school, with focus on differentiation and Assessment for Learning strategies such as 2\* and a Wish.

- Good use is made of visits and visitors to enrich the learning, e.g. celebrating Easter trip to Coleg y Bala; visit a local chapel and church; invite the Vicar Brownridge to the school for a chat; receive a visit from a member of the Christian Aid charity, as well as organize a mock baptism and mock marriage at the local church.
- The teachers create attractive displays and class books based on the RE work.
- LJ (PPA teacher) voices concern that courses are not now as readily available.
- Staff and pupils questionnaires were disseminated prior to the evaluation. The pupils questionnaires (Y 6)

indicate that the pupils enjoy the RE lessons. Religious terms are used to describe the work they have done (see the questionnaire) and the pupils can also describe how their activities require cross-curricular skills such as writing, investigation of and use of mathematics.

**Skills provision: literacy, numeracy, ITC and thinking**

- The Key Skills and LNF are integrated in all lessons – see examples of ITC work; number work; writing and discussion work; as well as thinking and sorting work.

**Matters to focus on**

- Invest in various Bibles for the FP and KS2.
- Continue to enrich and up-date the portfolios.
- Continue to organize a range of visits and visitors to maintain the pupils interest.

Excellent		Good	X	Adequate		Unsatisfactory	
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**Collective Worship**

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

<b>Does the collective worship comply with the statutory requirements?</b>	<b>Yes</b>	<b>No</b>
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**References:** ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on inspecting Collective worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94), Guidelines on Collective Worship (Wales SACRE's Association, June 2012).

**Good aspects of quality of Collective Worship**

- KS2 pupils weekly participate in collective worship. The Headteacher has prepared a weekly time-table that denotes which themes/aspects are discussed. In addition, every class is responsible for preparing and holding a service every term.
- Y1 and Y2 pupils participate in collective worship weekly. The services are held by the Foundation Phase Leader. Learners have good opportunities to discuss what they regard as important, and bring objects or pictures to spur conversation.
- Rev Dewi Morris is invited to school at Thanksgiving. The learners are encouraged to present food and School Council members disseminate these hampers within the local community.
- A monthly awards ceremony is held to award learners from every class throughout the school for their efforts and achievements.
- Members of the local community are invited to the services to inspire the learners. Jess Kavanagh recently gave an excellent presentation on her achievements in Wales Women's Rugby. A member of Arriva Trains also presented a video clip produced by Y5 learners to promote pride in the local railway.
- Every teacher in the class holds morning Services in their classes.
- The school holds an annual Christmas Service at the local chapel. KS2 and FP pupils take turns to present the Nativity Story.

**Matters to focus on regarding quality of Collective Worship**

- Continue to invite a range of visitors to the collective worship sessions to inspire and motivate the learners.
- Provide more opportunities for Nursery, Reception, Y1 and Y2 pupils to jointly worship as FP department.

Excellent		Good	X	Adequate		Unsatisfactory	
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Signature: *Gareth Roberts* (Headteacher)

Date: 6/1/17

**Religious Education**

<b>Key Question 1: How good are the outcomes in Religious Education?</b>							
<ul style="list-style-type: none"> <li>The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments and interviews with pupils.</li> <li>Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers assessments and/or examination results.</li> </ul>							
<p><b>References:</b> ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Model Guidelines and Profiles (2011),</p>							
<b>Standards in Religious Education – progress in learning</b>							
<ul style="list-style-type: none"> <li>When scrutinizing pupils books, it is observed that the majority of pupils are well informed about holy books, places of worship, such as Sant Cadfan’s Church, and its impact on the town of Tywyn, religious ceremonies such as baptism and festivals that are important for Christians/Jews/Muslims. <b>It was observed that work was being done on pilgrimage in yr 5 and 6.</b> At the foundation phase, work is observed on people and assisting others and festivals such as Thanksgiving and Christmas; the Jewish Easter, and Mari Jones and the value of the Bible to her. Examples are also observed of work in the pupils books that refer to the idea of belonging and being part of a different community. Also observed were stories of people who inspire such as Rosa Parks, and holy books such as the Bible, Qu’ran and Lord’s Prayer. Being a steward and looking after God’s world is a key part of the pupils understanding of the importance of religion in this.</li> <li>An analysis of teachers assessments indicate an improvement in standards since 2010 following re-structuring of the school’s scheme of work to fine-tune standards, and what is taught is in much greater depth. Around half year 5 and 6 pupils have made very good progress in their methods of expressing and reasoning religious explanations. A minority in Year 3 require support to achieve level 2-3 features.</li> <li>Lesson observations show that many Year 1 and 2 pupils can handle and respond to live experiences and identify what is important to them especially using Ysgol Dina weekly. Most of the pupils could watch a programme or listen to a guest speaker from Christian aid to explore and express an opinion on how others assist us and how religious values teach us about to look after others and the world.</li> <li>Flow and consistency with relevant experiences is obvious in the lessons throughout the school. This is built upon at KS2 to observe the link between religious beliefs and practices.</li> <li>The cross-curricular activity of books scrutiny indicates that many of the pupils display consistent literacy skills in extended writing. It is observed that complying with religious rules and its impact on the Christian as well for justified anger receives extremely effective focus. The majority of pupils can read a range of religious sources such as report on the work of William Booth and cymdeithas y cymod, also non-religious sources such as the story of Rosa Parks to develop an understanding of dealing with racism. However, there is insufficient evidence of pupils developing their numeracy/ITC skills in RE.</li> </ul> <p><b>There is a need to:</b></p> <ul style="list-style-type: none"> <li>Improve the ability of a minority of pupils, using ICT to interpret RE?</li> <li>Develop the writing of y3 and 4 pupils through using a range of interpretations to write a comprehensive explanation of the impact of religion on local communities.</li> </ul>							
<b>Standards of literacy, numeracy, ITC and thinking</b>							
<ul style="list-style-type: none"> <li>When scrutinizing pupils books, it is observed that the majority of pupils are well informed about holy books, places of worship, religious ceremonies and festivals that are important for Christians/Jews/Muslims.</li> <li>Continue to ensure that pupils achieve high levels in extended writing on religion and its impact on our world.</li> </ul>							
<b>Matters to focus upon</b>							
<ul style="list-style-type: none"> <li>Ensure that RE is not confined to history, e.g. of how and why Christians want to look after the homeless and link this with the Bible.</li> <li>Strike a balance between English and Welsh.</li> </ul>							
<b>Excellent</b>		<b>Good</b>	x	<b>Adequate</b>		<b>Unsatisfactory</b>	

<b>Key Question 2: How good is the RE provision?</b>						
<ul style="list-style-type: none"> <li>• The following indicators should be considered when self-evaluating: the time allocated to the subject, subject-based information, specialization and teachers professional development, suitability of the programme of study and range of learning resources used.</li> <li>• An evaluation of lesson observations and pupils work enables headteachers and heads of department to form a view on quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.</li> <li>• Primary schools should refer to the provision 'People, Beliefs and Questions' for Foundation Phase learners as well as RE at KS2.</li> <li>• Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and RE).</li> </ul>						
<p><b>References:</b> ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus, Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Model Guidelines and Profiles (2011), 14-19 (2009).</p>						
<p><b>Teaching in religious education: planning and range of strategies</b></p> <ul style="list-style-type: none"> <li>• It was observed that the time allocated to the subject met curriculum requirements. Lessons are planned weekly and termly in an organized and effective manner that provide live experiences and ensure flow and consistency from one year to the next. The subject co-ordinator possessed wide-ranging information about the field that is effectively transferred to the teachers and pupils. It was observed that the teachers specialization and professional development was developed through constant monitoring and receiving regular information and useful courses from time to time. The programme of study has been adapted to relate to the pupils everyday life using a range of the learning resources on the interactive white board, artefacts and resources from the web or work sheets.</li> <li>• A thorough evaluation of lesson observations and pupils work allows headteachers and subject co-ordinator to form an opinion about quality of teaching in RE lessons at the school. Pupils are motivated and encouraged to achieve high standards every time in accordance with the rest of the curriculum.</li> <li>• It was found that the provision 'People, such as work on fair trade and Christian aid, Richard Taylor, was successful and useful to the pupils. It was observed that pupils further understood beliefs such as Judaism and Islam. It was observed that consistency of light in 3 religions was important when worshipping.</li> <li>• Effective questions are used to enhance on the skilful work that pupils can achieve. It is observed that this applies to Foundation Phase learners as well as RE at KS2.</li> </ul>						
<p><b>Skills Provision: literacy, numeracy, ITC and thinking</b></p> <ul style="list-style-type: none"> <li>• It was observed that most of the work used literacy and numeracy skills and indicates an improvement in standards since 2014</li> <li>• It was found that opinion is regularly expressed and that providing explanations for this is part of more challenging work in years 5 and 6.</li> <li>• A little data work was observed such as parcatices of pupils attending a chapel or church.</li> <li>• Suitable success criteria was set for around half the lessons.</li> </ul>						
<p><b>Matters to focus on</b></p> <ul style="list-style-type: none"> <li>• It was adjudged that further work was required on the contents of ITC skills in the day to day work and also being able to interpret more questionnaires that express the views of the children and their families on matters related to religion in our lives.</li> <li>• Ensure that the majority of pupils understand religious terms and can use them sensitively in their extended writing work.</li> <li>• Continue to set SC to include subject skills as well as literacy and numeracy.</li> </ul>						
<b>Excellent</b>		<b>Good</b>	x	<b>Adequate</b>		<b>Unsatisfactory</b>

## Collective Worship

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

Does the collective worship comply with the statutory requirements?

Yes **x**

No

**Referrals:** ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'RE and Collective Worship' (Welsh Office Circular 10/94), Guidelines on Collective Worship (Wales Association of SACREs, June 2012).

#### Good aspects of quality of Collective Worship

Pupils have an opportunity to have a lead role in the morning and termly services such as Christmas and Thanksgiving. Almost all have also been part of an audience or of community services. Members of the local church present an activity "Agor y llyfr" weekly that improves the pupils understanding of Bible stories. Services are led by teachers and the school headteacher.

A broad range of resources and artefacts, pictures and posters are used to explain the messages of the services. It was observed that Service morning stories follow class themes e.g. the story of Dr Barnado when following the homes and refugees theme. Reporting the history of religious leaders, understanding moral lessons when regularly discussing them, as well as prayers that the children have written, has a very positive impact on the pupils grasp of the importance of religion in their lives.

A daily Service is organized at the school for the foundation phase and Key Stage 2 with various children or people regularly leading.

There is a trend over a 4 year period for children to be more willing to respond in public.

An improvement is observed in the aspect of many of the children when attending religious buildings such as St Cadfan's Church and local chapels.

The school supports a huge number of local, national and International charities every term.

Specific services are presented at special occasions such as Dydd Santes Dwynwen, children in need day, St David's Day etc.

#### Matters to focus on regarding quality of Collective Worship

- Need to continue to seek opportunities for pupils to have an integral role in the school morning services.
- Parents are encouraged to join assemblies occasionally.
- Continue to use a period at the end of a service to praise children on good features of behaviour towards others as well as themselves such as Star service.
- Need to continue to ensure that the children know from which book in the Bible stories come e.g. story of Daniel = old testament book of Daniel. Y gwynfydau new testament; story of Jesus new Testament.

Excellent

Good

x

Adequate

Unsatisfactory

Signed: Menna Wynne-Pugh

(Headteacher)

Date: 5.1.17

<b>Religious Education</b>
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<b>Key Question 1: How good are outcomes in Religious Education?</b>
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- The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and RE) and contain an evaluation of teachers assessments and/or examination results.

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

<b>Standards in Religious Education – progress in learning</b>
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- Lesson observations and books scrutiny (2015/16) note that standards in RE are good across both key stages.
- Year pupils can describe some of the beliefs (Christianity / Islam) and note some festivals and practices that are relevant.
- In lessons, almost every pupil makes good progress and especially year 3 and 4 (SEN) that make good progress when discussing big questions 'Is death inevitable?' following on from the Blitz theme.
- There is good evidence within 'Ann Frank diary' task that almost every pupil has understood the emotional tension and that the older pupils deal excellently with difficult subjects.
- The majority of the pupils can explain their tasks well and use appropriate terms eg loss, longing etc. The most able pupils can explain how their feelings, actions and views can impact their lives and describe how others views affect their lives eg the work done on racism and extremism.
- The older pupils can make effective links between the beliefs and religious practices eg when mentioning looking after their world.
- Almost every pupil has a good understanding of other religions as observed in their work on various religions (Judaism, Buddhism, Islam)
- Almost all FP pupil (except for ALN) recognize the importance of 'assisting others', they can also narrate several stories about Jesus Christ and his parables.
- Teachers assessments show that almost every pupil makes good progress within RE.

<b>Standards in literacy, numeracy, ITC and thinking skills</b>
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- Pupils have high standards in practicing their literacy, numeracy and ITC skills through RE. The older pupils achieve a very good standard when handling reports on racism, Martin Luther King etc and show that their literacy skills are good cross-curricularly.
- Verbal and written Welsh does not come naturally to a minority of the pupils and they insist on using phrases such as 'ambod mae'
- The majority of the pupils can read a range of religious sources such as the Bible and the older pupils make very effective use and analyse and come to a conclusion through weighing up various sources.
- Good use was observed of scale and measurement when creating a plan of the Synagogue when developing their numeracy skills, however, there is insufficient evidence of use of number within RE.
- Their ITC skills are very good with the pupils using ITC to create various presentations on religious subjects and celebrations. Good examples have been observed of the FP pupils creating Puppet Pals presentations on Easter, and KS2 using video pictures of a presentation received at Capel y Ffynnon to create a presentation on Easter.
- The pupils confidently use several ITC resources and Equipment jointly including pc, ipad, mac mini, raspberry pi(5 and 6) to develop their skills.
- All the pupils confidently use ITC including the Web to discover relevant information and select that which is relevant.
- Almost every pupil uses assessment for learning and thinking skills effectively, the older pupils also make effective use of the TASC Wheel to plan their tasks. ESTYN 2016 inspection noted that the school's older pupils have very effective mental skills.
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<b>Matters to focus upon</b>
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- Develop the use of number within RE (SDP 2016/17 priority)

<b>Excellent</b>		<b>Good</b>	□	<b>Adequate</b>		<b>Unsatisfactory</b>

### Key Question 2: How good is the provision in RE?

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

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

#### Teaching in religious education: planning and range of strategies

- The schemes of work and pupils books show that the school prepare appropriate RE activities that meet locally Agreed Syllabus requirements.
- Teachers are well informed and have up-dated information on the subject and present stimulating and successful lessons.
- They plan in detail and a verbal and written aim and objective is set.
- Lesson observations note that the teaching is good, tasks are appropriately differentiated to pupils age-group and ability. Searching questions are asked at a group level, and pupils have good opportunities, perhaps this can be done more public so as to share the information and challenge the rest.
- Lesson observations note that the tasks are appropriate for the pupils age and ability and have been differentiated for the different years. Standard language is used stimulating and questioning pupils through using closed questions and a few open questions. There are good presentations where pupils have an active role and have the opportunity to reflect on what was done the previous week. Good use is made of assessment for learning through discussion partners, and there is an effective conclusion where the pupils have an opportunity to gather what has been learnt through using a caterpillar method to reflect on the tasks and they have an opportunity to report back. There is also effective differentiation for ALN3 and 4 pupils.
- The pupils have effective opportunities to investigate various subjects eg in the work on Christian Aid, and good examples were observed of the pupils having freedom to present information through a medium of their choice eg Powerpoint/video
- The school has a good range of resources in books and resources/artefacts to meet the requirements of People, Beliefs and Questions' at the FP and KS2 RE.
- Books scrutiny report and ESTYN 2016 report note that teachers effectively respond to pupils work, providing constructive feedback in the subject and in correct language.
- There is effective planning at the FP to introduce Bible stories weekly to the pupils and they can effectively recall these stories.
- There is however, scant evidence of use of number in RE in planning and the number provision is not as good as the language provision.
- There is appropriate planning for effective use of ITC in lessons with use of animation (through using 'I can Animate' ) and presentations on iMovie that discuss big aspects and questions.
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#### Skills provision: literacy, numeracy, ITC and thinking

- There is detailed planning to develop the skills through RE, especially within literacy, ITC and thinking.
- Numeracy provision is currently adequate and is focussed upon as part of SDP's priorities

#### Matters to focus upon

- Develop the number provision within RE

Excellent		Good	□	Adequate		Unsatisfactory	
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<b>Collective Worship</b>
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<b>Key Question 2: How good is the provision for collective worship?</b>		
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Does the collective worship comply with the statutory requirements?	Yes <input type="checkbox"/>	No
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**References:** ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'RE and Collective Worship' (Welsh Office Circular 10/94), Guidelines on Collective Worship (Wales SACREs Association, June 2012).

- Good aspects of quality of Collective Worship**
- Collective worship is regularly held, as a whole school and within the class daily.
  - Appropriate opportunities are provided to enable the pupils to reflect on what has been learnt and opportunities to contribute to services.
  - Individuals (vicar / preacher / Sunday School officer) are invited into the school each term to take whole school services and visits to the local church and chapel.
  - Effective services are planned that provide an opportunity for the pupils to reflect on everyday aspects, eg how to be a good friend to others. This is reflected in how the pupils treat their fellow pupils and adults with respect and tolerance.
  - Pupils currently have few opportunities to participate and plan their own services.

- Matters to focus on on quality of Collective Worship**
- Ensure that the classes take responsibility for holding a weekly collective service to ensure that the pupils hold services.

Excellent		Good	□	Adequate		Unsatisfactory	
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Signed: Iwan A Davies (Headteacher)

Date: 6/1/17

School: WAUNFAWR  
LL55 4LJ

Address: WAUNFAWR , CAERNARFON GWYNEDD

Religious Education							
<b>Key Question 1: How good are the outcomes in Religious Education?</b>							
<ul style="list-style-type: none"> <li>The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments and interviews with pupils.</li> </ul>							
<b>References:</b> ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Guidance from the Welsh Government: People, Questions and Beliefs (2013), Exemplar Guidelines and Profiles KS2 (2011)							
<b>Standards in Religious Education – progress in learning</b> Scrutiny reports on books notes that most of the pupils are well informed about termly celebrations of various religions on festivals that are important for Christians/Hindus and Jews. The activities reflect the requirements of the Agreed Syllabus. It is observed that the learners develop the skills noted in the Literacy, Numeracy Frameworks, and National digital Competence.							
<b>Standards in literacy, numeracy, ITC and thinking skills</b> <ul style="list-style-type: none"> <li>It is noted in literacy/numeracy and ITC co-ordinators monitoring reports that the pupils skills develop well and that there is sufficient evidence of pupils developing their numeracy/ITC skills in religious education.</li> </ul>							
<b>Matters to address</b>							
<b>Excellent</b>		<b>Good</b>	x	<b>Adequate</b>		<b>Unsatisfactory</b>	

<b>Key Question 2: How good is RE provision?</b>							
<ul style="list-style-type: none"> <li>The following indicators should be considered in self-evaluation: the time allocated to the subject, subject-based information, the teachers specialization and professional development, suitability of the programme of study and range of learning resources used.</li> <li>An evaluation of lesson observations and pupils work enables headteachers and heads of department to form an opinion on quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.</li> <li>Primary schools should refer to the provision ‘People, Beliefs and Questions’ for Foundation Phase learners as well as RE at KS2.</li> <li>Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).</li> </ul>							
<b>References:</b> ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus, Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 Model Guidelines and Profiles (2011)							

<b>Teaching in religious education: planning and range of strategies</b>			
<ul style="list-style-type: none"> <li>• The schemes of work and pupils books indicate that the teachers prepare RE activities that well meet local Agreed Syllabus requirements.</li> <li>• A cycle of lesson observations indicate that a range of engaging and appropriate experiences are provided in many of the lessons.</li> <li>• In the good lessons, the teachers instil pupils curiosity as they independently investigate questions and enquiry trails.</li> <li>• In these lessons, searching questions are asked and the pupils receive a confidence boost when referring to various sources to offer new explanations.</li> <li>• When scrutinizing pupils books, it is observed that they receive quite regular opportunities to recall religious stories.</li> </ul>			
<b>Skills Provision: literacy, numeracy, ITC and thinking</b>			
<ul style="list-style-type: none"> <li>• It is noted in literacy/numeracy and ITC co-ordinators monitoring reports that pupils skills develop well and that there is sufficient evidence of pupils developing their numeracy/ITC skills in RE.</li> </ul>			
<b>Matters to address</b>			
Every teacher at KS2 required to prepare an enriching RE activity every half term, this can be an extended writing task.			
<b>Excellent</b>		<b>Good</b>	x
		<b>Adequate</b>	
			<b>Unsatisfactory</b>

<b>Collective Worship</b>
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<b>Key Question 2: How good is the provision for collective worship?</b>		
<b>Does the collective worship comply with the statutory requirements?</b>	<b>Yes</b>	<b>No</b>
<p><b>References:</b> ESTYN Inspection Framework Section 2.3.1, ‘Supplementary guidance on Joint inspection of Collective Worship at non-denominational schools’ (ESTYN, September 2010) , ‘Religious Education and Collective Worship’ (Welsh Office Circular 10/94), Guidelines on Collective Worship (Wales SACRE’s Association, June 2012).</p>		
<b>Good aspects regarding quality of Collective Worship</b>		
<ul style="list-style-type: none"> <li>• <i>The school meets statutory collective worship requirements.</i></li> <li>• <i>The school provides meaningful opportunities for pupils to visit local places of worship such as Croes-y –Waun Church</i></li> <li>• <i>The school provides pupils with opportunities to question local religious leaders namely the Community Officer who regularly visits the school every half term.</i></li> <li>• <i>International charity activities and studies related to Fair Trade within the curriculum make a positive contribution towards developing the pupils grasp of matters relating to sustainability and global citizenship.</i></li> <li>• <i>The pupils have opportunities to work with local and International charities eg Food Bank Caernarfon , Coronary Heart Disease Campaign, Fair Trade, Action Aid , Operation Christmas Child</i></li> <li>• <i>Collective worship sessions set a Christian and moral ethos as well as a</i></li> </ul>		

<i>beneficial reflective ethos.</i>						
<b>Matters to focus on on quality of Collective Worship</b>						
<ul style="list-style-type: none"> <li>• Provide pupils with more opportunities to creatively contribute at the collective worship sessions.</li> </ul>						
<b>Excellent</b>		<b>Good</b>	X	<b>Adequate</b>		<b>Unsatisfactory</b>

Signature: Gwenan Williams (Headteacher)

Dated: October 10th 2016

Gwynedd SACRE Annual Report 2014-15/2015-16	Action points 2016-2017 LA (Local authority) CA (Challenge adviser) SM (SACRE members)	Evidence	Outcomes	
Develop good leadership in religious education and collective worship.  Page 7	<ul style="list-style-type: none"> <li>• Provide a termly workshop for RE co-ordinators (CA)</li> <li>• Establish a self evaluation timetable, process and procedure (LA)</li> <li>• Scrutinise schools' self evaluation reports and share the main messages in the annual report (SM)</li> </ul>	<ul style="list-style-type: none"> <li>• Self evaluation guidance</li> <li>• Self evaluation timetable and procedures</li> <li>• Schools' self evaluation reports</li> <li>• Minutes of SACRE meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Nearly all schools will have submitted a self evaluation report on standards of religious education and collective worship by summer 2017.</li> <li>• SACRE will have prepared a termly and annual summative report on the standards of o RE and collective worship.</li> </ul>	  
'Successful Futures' (Donaldson Recommendations) and Religious Education  Page 12	<ul style="list-style-type: none"> <li>• Represent Gwynedd in any National discussions relevant to developing the new curriculum and assessment arrangements (CA+LA+SM)</li> <li>• Contribute to any local discussions to plan learning experiences that respond to the Locally Agreed Syllabus and the principles of 'Successful Futures' (CA+LA+SM)</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of SACRE meetings</li> <li>• SACRE correspondence and guidance to schools</li> <li>• Examples of good practice</li> </ul>	<ul style="list-style-type: none"> <li>• Religious Education given due consideration as schools revise the curriculum and assessment arrangements.</li> <li>• The provision of religious education in all schools is good or very good.</li> <li>• Standard of religious education in all schools is good or very good.</li> </ul>	  
Support secondary teachers as they prepare and deliver the new GCSE RS syllabus  Page 10	<ul style="list-style-type: none"> <li>• Support secondary RS teachers in any discussions with WJEC and Qualifications Wales (CA+LA+SM)</li> <li>• Support the work of the Regional RS GCSE Leader (Mefys Jones) (SM)</li> <li>• Encourage all RS GCSE departments to participate in any local or regional school to school working groups. (SM)</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of SACRE meetings</li> <li>• SACRE correspondence and guidance to schools</li> <li>• Examples of good practice</li> </ul>	<ul style="list-style-type: none"> <li>• RS GCSE teachers and candidates feel confident in responding to the new GCSE RS syllabus.</li> <li>• Schools' self evaluation reports note that the standards and provision of RE and RS at KS4 is good or excellent.</li> <li>• RS GCSE results are consistently good or very good.</li> </ul>	  
Promote good quality collective worship  Page 13	<ul style="list-style-type: none"> <li>• Ensure that schools conform to the statutory requirements and provide good quality collective worship. (LA+SM)</li> <li>• Encourage schools to invite Gwynedd SACRE to attend collective worship sessions. (SM)</li> </ul>	<ul style="list-style-type: none"> <li>• Correspondence to schools</li> <li>• Oral reports of SACRE members</li> <li>• References to collective worship in ESTYN reports.</li> </ul>	<ul style="list-style-type: none"> <li>• ESTYN reports note that collective worship is good.</li> <li>• All schools conform to the statutory requirements</li> <li>• Improved understanding to collective worship in schools.</li> </ul>	  



Cyfarfod Cymdeithas CYSAGau Cymru, Siambr y Cyngor Sir Caerfyrddin, Y Sir Gaerfyrddin , 18 Tachwedd 2016 (10.30am – 3pm)

Wales Association of SACREs meeting, Carmarthenshire Council Chamber, Carmarthen, 18 November 2016 (10.30am – 3pm)

## Attendance

<p><b>Ynys Môn / Anglesey</b> Bethan James Rheinallt A. Thomas</p> <p><b>Blaenau Gwent</b> Gill Vaisey</p> <p><b>Pen-y-bontar Ogwr / Bridgend</b> Edward Evans Vicky Thomas</p> <p><b>Caerffili/ Caerphilly</b> Vicky Thomas John Taylor Enfys Hawthorn Janet Jones</p> <p><b>Caerdydd / Cardiff</b> Gill Vaisey Janet Jones</p> <p><b>Sir Gaerfyrddin / Carmarthenshire</b> Cllr Emlyn Dole Cllr Gwyneth Thomas Cllr Jean Lewis Helen Gibbon Meinir Loader Jane Thomas Christine Rees Mary Parry</p> <p><b>Ceredigion</b> Alwen Roberts</p> <p><b>Conwy</b> Phil Lord Nicholas Richter</p>	<p><b>Sir Ddinbych / Denbighshire</b> Phil Lord</p> <p><b>Sir y Fflint / Flintshire</b> Phil Lord</p> <p><b>Gwynedd</b> Bethan James</p> <p><b>Merthyr Tudful / Merthyr Tydfil</b> Vicky Thomas</p> <p><b>Sir Fynwy / Monmouthshire</b> Gill Vaisey</p> <p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b></p> <p><b>Casnewydd / Newport</b> Vicky Thomas Huw Stephens</p> <p><b>Sir Benfro / Pembrokeshire</b> Mary Parry</p>	<p><b>Powys</b> John Mitson Margaret Evitts</p> <p><b>Rhondda Cynon Taf</b> Paula Webber Mathew Maidment</p> <p><b>Abertawe / Swansea</b> Vicky Thomas Brinley Jones Alison Lewis</p> <p><b>Torfaen /Torfaen</b> Vicky Thomas Daniel Foster</p> <p><b>Bro Morgannwg / Vale of Glamorgan</b> Paula Webber Dafydd Treharne</p> <p><b>Wrecsam / Wrexham</b> Samantha Jesson Ruth Holden</p> <p><b>Sylwedyddion / Observers</b> Emlyn Dole (Cyngor Sir Fâr?) Tudor Thomas (REMW) Kathy Riddick (Wales Humanists) Vaughan Salisbury (CYSAG Ceredigion) Jean Lewis (Cyngor Sir Gâr CYSAG CAERFYRDDIN) Gwyneth Thomas (Cyngor Sir Gâr CYSAG CAERFYRDDIN)</p>
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## Minutes

### 1. Introduction and welcome

Chair of WASACRE, Phil Lord, welcomed members to Carmarthenshire. The Leader of the Council, Emlyn Dole, welcomed WASACRE to the Council Chamber. Members enjoyed the performance of the choir from Ysgol Gynradd Llangennech. Emlyn Dole shared his support for SACREs and recognised the importance of WASACRE and of RE in Wales in a climate of educational change. He acknowledged that Carmarthenshire takes RE seriously and ensures a holistic education, which aims to develop empathy, tolerance and respect. As such it employs a Challenge Advisor to provide training and practical help to implement effective RE.

### 2. Quiet reflection

PL led a reflection, asking members to consider the need to work towards unity within communities. RE is in a position to remind people of this responsibility.

### 3. Apologies

Libby Jones, Jen Malcom, Tania ap Sion, Leslie Francis, Ernie Galsworthy, Sally Northcott

### 4. NAPfRE presentation

Dr. Llinos Jones, Headteacher, Ysgol Gymraeg Bro Myrddin presented on collective worship in the secondary school. Assemblies are organised so that all pupils have the opportunity to participate in and deliver a daily act of collective worship. They share ideas and celebrate success as well as reflect. During questions the Headteacher was thanked by a WASACRE member who had previously been a teacher at the school. PL expressed WASACREs thanks and reflected that newly built secondary schools have no communal space and would, therefore, find it difficult to develop a sense of community via bringing all pupils in a school together.

5. Comments included the positive contribution collective Worship could make to a pupil's experience in a secondary school and the good practice that could be shared from the presentation provided by Bro Myrddin. **Minutes of meeting held in Rhyl, 23 June 2016**

The minutes were accepted as a true record of the meeting. Proposed by Huw Stephens and seconded by Edward Evans.

6. **Matters Arising.** VT said the new GCSE had been approved and was on WJEC website. She informed WASACRE that concerns had been raised at SACREs that there were training issues as there was an increase in content and more emphasis on textual concepts. Dan Foster – Head teacher representing Torfaen SACRE expressed concern that the cost of training by the WJEC has risen rapidly. Schools are finding this difficult because of financial constraints. Tudor Thomas agreed but said that training for new specifications was free. He said schools are on tight budgets and that representation is needed to WJEC suggesting that it carries a responsibility for schools in Wales in particular as it is the sole Examination Board in Wales. The WJEC are offering one free training place for all schools on four dates during this academic year.

**ACTION:** PL agreed to find the link to RE Ideas on the Peniarth website. Copies going back as far as 2000 have been made available by REMW. Every SACRE Clarke should have a copy of the list of RE Ideas publications to share with SACREs.

**P 4. Item 4.** The reply was sent to Lynda and LJ maintained email contact with WJEC regarding this issue. However, the letter to QW was not sent due to the Specification being accredited during the Autumn term.

**P4. Item 5 Humanists on SACRE** – Kathy Riddick from Wales Humanists has been invited to attend the Carmarthenshire meeting following a letter she sent to WASACRE highlighting this issue.

**P5: Item 5 – Incerts:** GV informed members that LJ had requested a statement from Welsh Government that we could use to inform Incerts that the level descriptions contained within agreed syllabuses are statutory. However, the response from Welsh Government did not address the original question. NAPfRE suggest we should go back to the original legislation which states that the Agreed Syllabuses are statutory and, therefore, the Levels within them are statutory. Rheinalt Thomas said officers in the Assembly are aware that it is the right of every SACRE to adopt the National Framework, but that this can only be done legally at a local level by individual SACREs, not at a national level. He also said Welsh Government must go forward carefully if RE is placed within humanities as RE has to be determined locally. GV proposed that WASACRE should make a second request to WG for a statement on the status of an agreed syllabus. This will be followed up by officers.

**P6. Welsh Baccalaureate** – A discussion was held on the consequences of not delivering statutory RE, which isn't just an issue at Key Stage 4. There is a local responsibility to ensure the Agreed Syllabus is being implemented. It was noted that some Pioneer Schools are confused as to the status of the Agreed Syllabus. WASACRE were told that this was discussed at the NAPfRE meeting. Some SACREs intend to write to schools reminding them of the obligation to follow the Agreed Syllabus. It was felt that there should be a consistent message sent out by SACREs across Wales.

**Action: VT has written letters from her SACREs to schools reminding them of their statutory requirements and has agreed to share this with NAPfRE members so that they and their SACREs can consider whether to they should write something similar to their schools.**

GV raised the issue that only 70 responses were received to the Welsh Bacc Survey and asked whether WASACRE would follow this up to get a fuller picture. Monmouthshire SACRE felt it worthwhile to get broader picture of what is happening across Wales, expressing concern about schools that had not responded to the survey. Dan Foster asked whether a misunderstanding of the statutory nature of an agreed syllabus could mean that Pioneer Schools could be acting illegally. The letters from SACREs would help in reminding them of the statutory nature of the Agreed Syllabus. Local Authority Officers sit on SACRE and they should be the link to schools. A teacher representative said that he is aware that one school in his LA is not complying with its statutory obligation for RE because of the Welsh Baccalaureate. This could be a slippery slope and SACREs have to act on it. PL reminded members that they have been advised by Welsh Government of the process for dealing with schools that are not complying and that SACREs should be following that. Tudor Thomas raised concern that due to the changes in GCSE specifications, the content has become heavier and that is worrying for the RE community in Wales as schools may now only deliver token RE.

It was agreed that WASACRE would not re-send the survey to schools but that each SACRE should follow-up with their own schools and feedback to WASACRE. MM suggested that SACREs should try to ensure that the survey goes directly to heads of department and not the school secretary or the headteacher.

## **7. Presentation - Support for schools in delivering the new GCSE specification for Religious Studies and the role of Lead Practitioners**

Presented by Tonia Antinarzi who is seconded to ERW as Leader of Learning of Non-Core subjects. Tonia's responsibility is to work with lead practitioners to establish networks and to establish support for the non core subjects. Lead practitioners for RE have set up in each of the regions. They are working to create resources to support the implementation of the new WJEC GCSE and are beginning to share information and resources via Hwb. Resources will be translated into Welsh and Quality Assured. Lead practitioners are keen to hear from classroom teachers who would like to work together to create resources. A SACRE rep raised concerns that increased content of the new specification could mean that that grades may not be as high if they are expected to deliver GCSE Religious Studies in an hour a week. VT asked whether there was an intention to share resources wider to other consortia. Tonia affirmed this and said that links are already being made with EAS in Newport. Alison Lewis, a Lead Practitioner, highlighted the difficulty in getting schools to use Hwb but said

that the resources are there if they want access them. Tonia said that the launch of Lead Practitioners was on 21<sup>st</sup> Oct and they have already made a lot of progress. A member asked if there had been involvement from SACREs in this process. Tonia confirmed this and is interested in hearing from schools with strong RE departments, especially Welsh language schools. Tonia will share the details of the lead practitioners for RE with WASACRE. Lead practitioners have written to all schools in the area to draw attention to the work they are doing. They are conducting a survey to map strengths.

BJ said that lead practitioners in North Wales have been getting organised and preparing resources. She asked whether they are doubling up on the work in Wales and whether they would benefit from working with colleagues across Wales. Tonia said that she sees her job as coordinating links with other consortia. A member asked who would be Quality Assuring. Tonia advised us that, whilst the WJEC can't endorse the work, they were able to check that they were on the right track. She also reported to WASACRE that they would also be using teachers in the area and Mary Parry, the Advisor. Everything should be ready by the end of June. Tonia will follow up those who aren't involved. MM asked when the GCSE books would be made available. He highlighted the issue that the books only cover 3 religions Christianity, Judaism and Islam. VT agreed that there was an issue that there are no resources for Eastern Religions. Tonia said that the whole course was being mapped out and that it has covered all religions. PL said that there will be a presentation from a lead practitioner in summer WASACRE meeting and we look forward to an update at the end of the process.

#### **8. Updates:**

**Update: Curriculum Review** – BJ said that many of the schools are trying to imagine what the Donaldson Curriculum will look like. Pioneer schools are hoping that by January Step 2 will begin and they will develop models for their Areas of Learning and Experience across Wales. BJ informed WASACRE that Phil Lord, Libby Jones and Gill Vaisey had represented WASACRE at regular Stakeholders' meetings with Welsh Government to discuss the new curriculum. There is also a meeting to be held with officers of the Welsh Government on 14<sup>th</sup> December. The role of WASACRE in the curriculum review process will be discussed.

A member highlighted a concern about the slow progress in the development of the new curriculum and said that Welsh Government has not given any suggestion of what the curriculum will look like. It was brought to the attention of WASACRE that some schools are under impression they don't have to follow the Agreed Syllabus. BJ also raised the issue of lack of time for teacher training on what good RE is. This is especially important to non-specialists. BJ suggested that we need to scrutinise the contribution of the pioneer schools and would welcome having an input into that. NAPfRE are preparing a document entitled "What is Good RE" to share with schools and are meeting before the end of term to finish this. Members of WASACRE are informed of the progress of the new curriculum and regularly feed back to members.

WASACRE have a meeting with The Minister for Education on 2<sup>nd</sup> March 2017 and will pose a question around the status of the Agreed Syllabus.

WASACRE have had correspondence from Carmarthenshire SACRE raising concerns about what RE will look like in the new curriculum and what the role of SACRE will be.

A member spoke about the concerns of the Presbyterian Church about the uncertainty of what is happening. They have sent a letter to Carmarthenshire SACRE and WASACRE as well as to Kirsty Williams because they are concerned about how Christianity will be taught in the new curriculum. RT suggested that Church Schools might find it difficult to become part of this curriculum and that the Church in Wales and the Roman Catholic Church should use its links to the Welsh Government to discuss this.

PL asked how RE would work if it is based in the humanities curriculum and suggested that it is important to keep a watching brief on that.

**Update: Guidance on Managing the Right of Withdrawal from Religious Education.** GV said that the document is now out for consultation with a variety of organisations, faith representatives and educationalists. She is delighted with the support and positive tone in which the document is being received. The document was initially produced in response to a request for guidance in this area from a headteacher, but the document has evolved and is now for parents, teachers and all parties. GV shared the document with colleagues in England at the REC Conference and there had been lots of interest. The document will go to a graphic designer for professional design and printing. Translation is needed but it should be available in the Summer Term.

### **Update on REC**

GV said that Rudy Lockhart, CEO of REC, has been actively talking to MPs to ensure they understand what RE is. REC reps attended Party Political Conferences for the Labour and Conservative Parties to raise the profile of RE and to build good relationships with MPs. It was suggested that local SACREs should be informing their local politicians about standards achieved in GCSE locally as this is something they will care about.

REQM have a new manager, Linda Rudge.

There is a minimum subscription for REC of £250 but the average being given is £370.

There was a presentation on new resources at the conference.

1. Understanding Christianity Project: The National Society aim to raise standards in the teaching of Christianity following a survey which highlighted inadequacies. A resource and two day training package has been created for teachers who will be provided the pack of resources at the end of the course. They are training people to deliver the courses and GV will be attending.
2. Understanding Humanism: The Humanist Association has created a website with excellent resources for moral and social education as well as RE. They are hoping to translate all resources into Welsh.
3. The Board of Deputies of British Jews has produced a book to support Judaism GCSE Religious Studies: The Definitive Resource by Clive Lawton to help teachers with the quality of education on Judaism.

**Update: EFTRE** – PL attended the conference in August. The conference discussed what RE looks like across Europe and most countries take a confessional approach. There was discussion about how students are seen as commodities for economic growth with documentation from systems across Europe showing a move away from wellbeing and holistic and spiritual approaches.

PL will attend the Exec meeting of EFTRE next week in Finland.

**Update: Welsh Government contact meeting** - WASACRE are keeping in contact with WG via regular meetings. The next meeting is in December. Discussions have included 10/94 and the Agreed Syllabus. There has also been discussion on the Welsh Bacc and the new curriculum.

**Annual reports issue** – This issue is still unresolved and WASACRE will be pushing for WG to maintain its current responsibility to collate the reports as per 10/94. WASACRE will be kept updated on progress.

## **9. Report from the Executive Committee**

### **Minutes from meeting –**

#### **P1 Action 1 - Letter to Kirsty Williams.**

Edward Evans has written to Welsh Government to ask whether changing the law with regards to Religious Education in England would have an impact in Wales. – What are the residual powers of

Westminster? The response received did not adequately address the question and he would therefore write again, this time directly to Kirsty Williams.

**REC subscription** – PL advised that as a small organisation WASACRE was entitled to pay a reduced subscription to REC and this would be £99.

**Lead Practitioners** - There will be a presentation updating us on the work done in the Summer meeting.

PL said that WASACRE is pleased to see John Mitson is still able to attend and that WASACRE will still draw upon his skills.

The next Executive is meeting next on the **1<sup>st</sup> Feb.**

## **10. Correspondence**

1. Letter from Neeter Baicher – about the book *Unsung* by Dr Darminder Singh Chada raising awareness and paying tribute to the Sikh soldiers to the British Empire.
2. Kirsty Williams, Cabinet Secretary of Education agreed to a meeting with WASACRE on Thursday 2<sup>nd</sup> March, 2017 as a result of the request for a meeting LJ sent.
3. Pam Evans, CEO of Peace Mala, wrote informing WASACRE about the Peace Mala at Llandaff Cathedral on Thursday 20<sup>th</sup> July, 2017
4. Correspondence with Kathy Riddick, Development Officer, Wales Humanists discussing the place of Humanists in SACRE. Kathy Riddick was invited to attend WASACRE as an observer in order to begin a positive dialogue between the two associations. Kathy was in attendance in the meeting and explained that the Humanist Society wanted non-religious views represented alongside religious views as well as a positive relationship with SACREs. Kathy informed WASACRE that the Humanist Society has school speakers available across Wales. Edward Evans said that a Humanist had faithfully attended and made a valuable contribution to Bridgend SACRE for number of years. However, he reminded WASACRE that we are bound by circular 10/94 and therefore, non-religious belief systems can only be co-opted members and this is still the legal position. PL said that this is an issue for Welsh Government. Kathy Riddick said that the Humanist Society has written to Welsh Government on this issue.
5. Letter from the Presbyterian Church forwarded to WASACRE by Carmarthenshire SACRE. They wished to voice their concern with regard to Religious Education within the structure of the proposed new curriculum. WASACRE translated the letter for our information.

## **11. A.O.B.**

Tania and Leslie have published materials on the St Mary's Website and reminded WASACRE of the A Level journal So far there have been 10 issues with over 40 articles published. There are two new Foundation Phase resources available for free from the St Mary's Centre website. The 'Exploring Why' series and 'Exploring Our World' series are available from <http://www.st-marys-centre.org.uk/resoruces>

**A Level resources for the new curriculum** -MP raised the issue of this need, suggesting that we might seek funding for lead teachers to create resources to share in the same way lead practitioners are working on resources for GCSE. She suggested WASACRE and/or the REMW might consider funding this work. TT suggested that the WJEC have a role to play in this. He said that there are textbooks available written by chief examiners. The WJEC is a benefactor and they need to benefit from it and could perhaps act as a coordinator. BJ said that there are new GCSE and A level and groups working together voluntarily. She would be interested in other groups working together in a more formal sense providing a network of sharing good practice who are able to produce resources which is fully endorsed by WJEC. Someone would need to manage this. PL asked who their employer would be. A member suggested using the Hwb to share resources. It was suggested that two or three teachers could coordinate it. JM discussed the financial issues and suggested that it would be

difficult for WASACRE to fund this alone and would need to work with others. GV suggested asking REMW if they could also provide some funding and that we might also think about asking other organisations to help. RT said the residual balances of REMW do not match that of WASACRE but that this could be discussed in the next meeting of REMW.

TT felt strongly that as the WJEC is a profit making organisation and it is their product that they should be key players.

**WASACRE voted that it would like to see this investigated further as speed is of the essence.**

WASACRE minutes – RT brought it to the attention of WASACRE that old WASACRE minutes are not stored on the website. He suggested that it is important that the reports of the previous conferences are on the website and that with modern technology it would be easy to do this. **Action: PL is to look into is situation.**

PL informed WASACRE that Jen Malcom is retiring. He thanked her for her contribution to WASACRE and expressed best wishes for her retirement and for the future.

**12. Date for next meeting:** 3<sup>rd</sup> March 2017, Monmouthshire. Venue: County Hall, Usk.

**Future meeting dates:**

- Summer 2017, Wrexham
- Autumn 2017, Bridgend
- Spring 2018, Swansea



*Cadeirydd/Chairman:*  
Philip Lord

*Ysgrifennydd/Secretary:*  
Paula Webber  
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23 January 2017

Dear Clerk to SACRE,

Following our normal annual process, I am writing to invite SACREs to make nominations for new members of the WASACRE Executive Committee and for the position of Vice Chair. Please would your SACRE discuss any nomination that they wish to make at their spring term SACRE meeting. Please note that if your SACRE is already represented on the Executive committee, with the exception of Secretary, Assistant Secretary and Treasurer, according to the WASACRE Constitution you will not be able to nominate a person from your own SACRE at this time.

Please find attached a proforma that should be completed and returned to me at the above email/postal address by **Friday 31 March 2017**. I will send to you the list of the nominations before Friday 28 April 2017, so that your SACRE is able to discuss them in their summer term meeting in time for the vote at the Association's AGM in July.

Please note there is an expectation that nominees will be available to attend executive meetings regularly should they be successful in the election at the AGM in July.

We would like to thank you and your members for your assistance in this matter.

Yours sincerely,

**Paula Webber**  
**Secretary to WASACRE**



## LIST OF EXECUTIVE MEMBERS SEPTEMBER 2016/17

Philip Lord- Flintshire (Chair)

Edward Evans- Bridgend (Vice Chair)

Tania ap Sion- Wrexham (Immediate Past Chair)

Paula Webber- RCT (Secretary)

Libby Jones- Wrexham (Assistant Secretary/Welsh Government Liaison officer)

John Mitson- Powys (Treasurer)

Bethan James- NAPfRE

1. Vicky Thomas- Torfaen -period of office 2014-2017

2. Gill Vaisey- Monmouthshire (REC Rep for WASACRE)- period of office 2014-2017

3. Cllr Ernie Galsworthy- Merthyr Tydfil - period of office 2015-2018

4. Mathew Maidment- RCT- period of office- 2016- 2019

5. Huw Stephens- Newport -period of office 2016- 2019

6. Mary Parry- Carmarthenshire -period of office 2016- 2019

Vacant seats as of WASACRE AGM July 2017

Quorum is 5 members

Majority vote will count



**Enwebiadau ar gyfer Pwyllgor Gwaith CCYSAGC/  
*Nominations to WASACRE Executive Committee***

**2017**

<b>Enwebiad / Nomination</b>	<b>Enw / Name</b>	<b>ENW CYSAG / SACRE NAME</b>
Pwyllgor gwaith/ Executive Committee		
Is-gadeirydd / Vice Chair		