

# Complete Agenda

# CABINET

## GWYNEDD COUNCIL

<b>DATE</b>	Tuesday, 2nd April, 2019
<b>TIME</b>	1.00 pm
<b>LOCATION</b>	Siambr Hywel Dda, Council Offices, Caernarfon, Gwynedd, LL55 1SH
<b>CONTACT POINT</b>	Annes Siôn 01286 679490 cabinet@gwynedd.llyw.cymru

### GWYNEDD COUNCIL CABINET MEMBERS

<b>Members</b>	
Dyfrig L. Siencyn	Leader
Dafydd Meurig	Deputy Leader, Cabinet Member for Adults, Health and Wellbeing
Craig ab Iago	Cabinet Member for Housing
Gareth Wyn Griffith	Cabinet Member for the Environment
Nia Wyn Jeffreys	Cabinet Member for Corporate Support
Dilwyn Morgan	Cabinet Member for Children and Young People
Gareth Thomas	Cabinet Member for Economic Development and Community
Ioan Thomas	Cabinet Member for Finance
Catrin Wager	Cabinet Member for Highways and Municipal
Cemlyn Rees Williams	Cabinet Member for Education

## AGENDA

	<b>Item</b>	<b>Submitted by</b>	<b>Officer</b>	<b>Page</b>
1	APOLOGIES			
2	DECLARATION OF PERSONAL INTEREST			
3	URGENT ITEMS			
4	MATTERS ARISING FROM OVERVIEW AND SCRUTINY			
5	MINUTES OF THE MEETING HELD ON 12 MARCH			3 - 6
6	RESTRUCTURING OF GWYNEDD LANGUAGE CENTRES	Cyng. / Cllr Gareth Thomas	Garem Jackson/ Debbie A Jones	7 - 34
7	REVIEW OF THE GWYNEDD STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION CONSTITUTION	Cyng. / Cllr Gareth Thomas	Garem Jackson	35 - 123
8	BEGIN LOCAL DISCUSSIONS ON OPENING A NEW PRIMARY SCHOOL IN CRICIETH	Cyng. / Cllr Gareth Thomas	Garem Jackson	124 - 133
9	FURTHER EFFICIENCY SAVINGS 2019/20	Cyng. / Cllr Ioan Thomas	Dilwyn Williams	134 - 136
10	CAPITAL PROGRAMME 2019/2, 2020/21 AND 2021/22	Cyng. / Cllr Ioan Thomas	Caren Rees Jones	137 - 140
11	CABINET FORWARD WORK PROGRAMME	Cyng. / Cllr Dyfrig Siencyn		141 - 142

THE CABINET 12/03/19

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**Present-**

Councillors: Dyfrig L. Siencyn, Dafydd Meurig, Craig ab Iago, Gareth Wyn Griffith, Nia Wyn Jeffreys, Peredur Jenkins, Dilwyn Morgan, Gareth Thomas and Ioan Thomas

**Also present:** Dilwyn Williams (Chief Executive), Iwan Evans (Monitoring Officer), Dafydd Edwards (Head of Finance Department), Morwena Edwards (Corporate Director) and Annes Siôn (Member Support Officer).

Item 6: Ceryl Davies (Senior Learning Disabilities Manager)

Item 7: Diane Jones (Arfon Area Education Officer), Dafydd Gibbard (Senior Corporate Property Manager)

**1. APOLOGIES**

Cabinet Members and Officers were welcomed to the meeting. Apologies were received from Cllr W Gareth Roberts.

**2. DECLARATION OF PERSONAL INTEREST**

Councillor Dafydd Meurig declared an interest in item 7, as his sister worked on the Ysgol y Faenol site, Bangor. It was a prejudicial interest and he withdrew from the meeting during the discussion on this item.

**3. URGENT ITEMS**

There were no urgent items.

**4. MATTERS ARISING FROM OVERVIEW AND SCRUTINY**

There were no matters arising from overview and scrutiny.

**5. MINUTES OF THE MEETING HELD ON 19 FEBRUARY 2019**

The Chair signed the minutes of the Cabinet meeting held on 19 February 2019, as a true record.

## 6. NORTH WALES LEARNING DISABILITIES STRATEGY

The report was submitted by Cllr Dilwyn Morgan

### RESOLVED

To approve Gwynedd Council's commitment to implementing the Learning Disabilities Strategy.

### DISCUSSION

The report was submitted noting that the Strategy was exciting for people of all ages with Learning Disabilities. It was expressed that the Strategy noted how the Local Authorities would work in integration with the Health Service across the North. It was added that the strategy had been developed in collaboration between the six north Wales Councils, Betsi Cadwaladr University Health Board and contributions from people with learning disabilities and their carers.

It was noted that the strategy vision coincided with the department's vision and added that it acknowledged what mattered to people with learning disabilities. It was expressed that the region had succeeded in obtaining funding from the Government's Transformation Fund to deliver five work packages that had been planned within the strategy.

The Senior Learning Disabilities Manager added that the strategy set a firm direction for the Council to work with the Health Service, and that it blended in with the department's work. It was added that over the last three years, the Department had been working with children and people with learning disabilities, their families and their community to create plans and that these plans had now been developed to create preventative teams within hubs in the community.

Members were reminded that a stronger engagement procedure had been created in the last three years between staff, providers, carers and service users. It was added that by creating a service that engaged with people often, a service had been developed and created that everyone felt part of. It was added that exciting changes were afoot and that the strategy provided a firm foundation that would drive the programme forward to raise the status of people with learning disabilities in communities.

Observations arising from the discussion

- It was asked how this strategy could be implemented, and it was noted that much of the engagement work carried out to create the strategy had been held with Gwynedd people and therefore the voices of the people of Gwynedd were to be heard there. It was expressed that when looking at the strategy's work programme that Gwynedd was leading the way in some fields and still needed to develop in other fields. It was added that Gwynedd's principal focus would be to blend the work of the service and the strategy.
- It was noted that the hope was that the strategy vision encouraged integrated working locally and there would be consistent integrated work across the council departments also, especially the Education

Department and the Children and Supporting Families Department.

- Attention was drawn to the work being done in the Education department in the field of Learning Disabilities noted that the strategy coincides with the department's Additional Learning Needs plans.
- It was noted that the Strategy was a five-year strategy but that the money from the Government's Transformation Fund was for a two-year action plan. It was added that should the region have not received this money then the strategy would still be approved. It was expressed that having a little additional money reduced the obstacles that came up.

## **7. REORGANISATION OF PRIMARY EDUCATION PROVISION IN BANGOR CATCHMENT AREA**

The item was submitted by Cllr Gareth Thomas

### **RESOLVED**

To conclusively confirm the contribution from the Council toward the full financial package of £12.7 million for the reorganisation of the Primary Education provision in the Bangor Catchment Area.

### **DISCUSSION**

The report was submitted and it was noted that the decision sought was a matter of formality. It was noted that the Cabinet had agreed in March 2018 to "extend y Faenol to increase capacity from 186 to 215 and a new school for Ysgol y Garnedd, and increase the capacity from 210 to 420."

It was expressed that Ysgol y Faenol was a Church in Wales Voluntary Controlled (VC) school, the School Organisation Code noted that the Governing Body had the authority to make a decision on increasing the School's capacity, with the Local Authority facilitating the process. It was expressed that the Governing Body had decided to increase the school's capacity and therefore it was noted that confirmation was required that there was money in place for the scheme. It was noted that a total of £12.7 million had been identified as the cost of fulfilling elements of reorganising the Schools in the Bangor Catchment Area.

## **8. APPOINTMENT OF ASSISTANT CORONER**

The item was submitted by Cllr Nia Jeffreys

### **DECISION**

1. To delegate the power to the Head of Legal Services:
  - a) In consultation with the Senior Coroner to prepare a job and personal specification as well as an appointment process for the posts of Assistant Coroner and arrange for advertising

- b) To establish a panel in order to draw up a short list and interview applicants and appoint an Assistant Coroner as necessary

## **DISCUSSION**

The report was submitted, noting that it was a technical report. It was expressed that the Assistant Coroner had now been appointed a Judge. The Assistant Coroner was congratulated and thanked for her work. It was expressed that the report noted the procedure for appointing an Assistant Coroner to ensure that the delegated arrangements for the process were established clearly.

Observations arising from the discussion

- It was noted that the procedure was a new procedure and that it was not entirely clear who would make the appointment. It was expressed that the procedure followed the procedure currently seen in Denbighshire and highlighted a clear procedure that was competitively open.
- It was enquired whether Isle of Anglesey County Council would be part of the appointment, it was noted that it was not a requirement for them to be part of the appointment panel but they could be included

The meeting commenced at 1.00 pm and concluded at 1.35 pm

**CHAIRMAN**

## GWYNEDD COUNCIL CABINET



**Date of meeting:** 2 April 2019  
**Cabinet Member:** Councillor Gareth Thomas  
**Contact Officer:** Garem Jackson / Debbie Anne Williams Jones  
**Contact Telephone Number:** 01286 679489  
**Title of Item:** Restructuring of Gwynedd Language Centres

**1. THE DECISION SOUGHT**

- 1.1. To decide how to address the need to reduce the Language Centres' budget by £96,000 based on the current staffing structure

**2. THE REASON FOR THE NEED FOR A DECISION**

**BACKGROUND**

- 2.1 Historically, the Language Centres were funded by a grant from the Welsh Language Board, with the Council providing match funding. When the Welsh Language Board was abolished, the Language Centres were funded in the same way through the Welsh in Education Grant (Welsh Government) with the Council continuing to provide the match funding.
- 2.2 In 2015, Welsh Government brought 11 education grants together under the heading of the Education Improvement Grant (EIG) and this included the Welsh in Education Grant. Currently, the Welsh Government funds the EIG through the regional consortia (GwE), and every authority contributes match funding to the region, before the EIG is then transferred from the regional consortia back to the authorities.

**CONTEXT**

- 2.3 In taking inflation and the annual reduction in the EIG since 2014/15 into account, the real terms cut to the EIG as a whole is 34% - however, the Language Centres have been completely protected through all of these cuts.
- 2.4 In 2018/19, the Welsh Government cut the Education Improvement Grant by 10%. This resulted in a shortfall of £61,000 in the Gwynedd Language Centres budget from 2018/19 onwards. This year, it was possible to bridge this shortfall, although cuts have been made under other headings within the EIG, such as the Foundation Phase.
- 2.5 Between 2014/15 and 2019/20, the Foundation Phase (devolved from the EIG), has seen a reduction of 32%. The 32% cut in real terms equates to £1.2 million, or approximately 70 classroom assistants. Of course, the Language Centres are not the only ones responsible for immersing children in the Welsh Language, as, in accordance with the Gwynedd Language Policy, immersion also occurs in the Foundation Phase.

- 2.6 For 2019/20, better news was received from Welsh Government regarding the Education Improvement Grant, i.e. a confirmation of a neutral settlement for the EIG. However, due to inflation to teacher salaries and pensions, this means a further shortfall in the budget, based on the Language Centres' current staffing structure, of approximately £35,000 from September 2019 onwards. We understand that a lack of clarity remains regarding how the Welsh Government will fund the increase in teacher pension costs, and currently, there is no sign that grant-funded posts, such as those of the Language Centres' teachers, have been included in the likely additional funding that will be received to address this increase in costs. In addition, there is a lack of clarity as to whether the funding received will cover all costs. We know that the EIG already allocated by Welsh Government for 2019/20 results in a neutral settlement, therefore, addressing any increase in costs by means of the EIG would equate to another cut.
- 2.7 At the same time, the GwE Management Board has decided to carry out a regional review of the Welsh Language heading in the EIG, which could affect the future financial allocations given to individual authorities for the Welsh Language.
- 2.8 In order to maintain the existing staffing situation of the Language Centres from September 2019 onwards, the Education Department would need to identify an alternative budget to address the financial deficit. The Education Department has not identified a financial source to enable this to happen. Similarly, it has not managed to identify an alternative budget to address the financial deficit as a result of cuts to the value of £1.2 million in the EIG in the Foundation Phase.
- 2.9 In order to address the deficit of £61,000 in the budget of the Language Centres as a result of a cut in the EIG in 2018/19 and an increase in costs of £35,000 from September 2019 onwards based on the current staffing structure, the Education Department has identified the need to restructure the service in order for the same service to be provided for latecomers in the county in a more cost effective way.

### **3. INTRODUCTION AND RELEVANT CONSIDERATIONS**

#### **THE CURRENT SITUATION**

- 3.1 The staffing structure of the Language Centres is currently as follows:

<b>LANGUAGE CENTRE</b>	<b>STAFFING STRUCTURE</b>	<b>MAXIMUM NUMBER OF PUPILS</b>
Dolgellau	Leader Assistant	8
Penrhyndeudraeth	Leader Teacher	16
Llangybi	Leader Teacher	16
Maesincla	Leader Teacher	16
Secondary Eifionydd	Leader Teacher	16
	After-care Teacher	

- 3.2 The leaders are employed at a leadership level, which equates to an assistant headteacher at a school, and in addition, the teachers receive a TLR allowance.
- 3.3 The pattern of learner numbers attending the Primary Language Centres over the past 5 years is as follows:

Pupil numbers at the Gwynedd Primary Language Centres per term 2013 – 2018					
TERM	Dolgellau	Llangybi	Maesincla	Penrhyn	Total
<b>CAPACITY</b>	<b>8</b>	<b>16</b>	<b>16</b>	<b>16</b>	
Spring 2013	6	7	13	11	37
Summer 2013	8	7	13	15	43
Autumn 2013	9	13	15	13	50
<b>Total 2013</b>	<b>23</b>	<b>27</b>	<b>41</b>	<b>39</b>	<b>130</b>
Spring 2014	8	8	14	15	45
Summer 2014	26*	4*	16	10**	64
Autumn 2014	8	10	14	14	46
<b>Total 2014</b>	<b>42</b>	<b>22</b>	<b>44</b>	<b>47</b>	<b>155</b>
Spring 2015	8	11*	11	14	44
Summer 2015	9	4*	15	15*	43
Autumn 2015	7	12	9	17	45
<b>Total 2015</b>	<b>24</b>	<b>27</b>	<b>35</b>	<b>46</b>	<b>132</b>
Spring 2016	8	10	13	16	47
Summer 2015	11	6	16	19	52
Autumn 2016	9	14	16	18	56
<b>Total 2016</b>	<b>27</b>	<b>30</b>	<b>45</b>	<b>53</b>	<b>155</b>
Spring 2017	10	13	13	15	51
Summer 2017	7**	10	17	17	51
Autumn 2017	8	13	17	16	54
<b>Total 2017</b>	<b>25</b>	<b>36</b>	<b>47</b>	<b>48</b>	<b>156</b>
Spring 2018	6 + 1*	14	15	11	47
Summer 2018	5 ** / 7 *	8	16	14	45
Autumn 2018	8	11	15	16	50
<b>Total 2018</b>	<b>22</b>	<b>33</b>	<b>46</b>	<b>41</b>	<b>142</b>

\* after-care \*\*pre Language Centre

### The pupil numbers at the Eifionydd Secondary Language Centres per term 2013 – 2018:

TERM	Eifionydd
Spring 2013	16
Summer 2013	17
Autumn 2013	13
<b>Total 2013</b>	<b>46</b>
Spring 2014	13
Summer 2014	6
Autumn 2014	21
<b>Total 2014</b>	<b>40</b>
Spring 2015	8
Summer 2015	13
Autumn 2015	13
<b>Total</b>	<b>34</b>

TERM	Eifionydd
Spring 2016	9
Summer 2016	10
Autumn 2016	14
<b>Total</b>	<b>33</b>
Spring 2017	18
Summer 2017	8
Autumn 2017	16
<b>Total</b>	<b>40</b>
Spring 2018	14
Summer 2018	15
Autumn 2018	17
<b>Total</b>	<b>46</b>

#### THE PROCESS IMPLEMENTED

- 3.4 Despite the substantial and wide interest expressed for some months on this issue, this is not a public consultation process, rather an internal process of only consulting with the staff and unions because of the possibility of a change to their terms of employment.
- 3.5 The first step in the process was to hold a meeting with the staff in September 2018 to inform them of the financial situation of the Language Centres from 2019/20 onwards. During the meeting, staff were invited to come together to consider how the service could be restructured in future to meet the budget shortfall.
- 3.6 Following this meeting, we were notified that the Language Centre staff did not wish to create their own options for the service's structure in future. Rather, their wish was for the Education Department to consider and create options, with an opportunity for them to express their opinion and present comments on those options.
- 3.7 On 24 October 2018, a meeting was held between the Education Department, Human Resources, Language Centre staff, along with their Union representatives to present options for their consideration for a formal consultation period until 30 November 2018 (the formal consultation period was extended until 10 December 2018 at the request of a Union).

#### THE OPTIONS CONSULTED UPON

- 3.8 As a basis for the options on restructuring the Language Centres in future, the Education Department formed the following criteria:

	PRINCIPLES	
1.	The restructuring will not affect the availability of the provision for latecomers (i.e. that the same number or more learners access the service)	✓
2.	Minimum staffing level of 2 FTE at every Language Centre	✓

3.9 It was also noted that none of the following options include any change to the after-care provision, and after-care would be considered moving forward.

3.10 Here are the four options formally consulted upon with the staff and the unions:

**Option 1**

- Close one Primary Language Centre.
- Increase the capacity of every Language Centre to 19 learners.
- A staffing structure of a Leader and a Teacher at every Language Centre.

**Option 2**

- Every Language Centre to remain open.
- The capacity of the Dolgellau Language Centre increased to 16. The capacity of every other Language Centre to remain the same.
- A staffing structure of a Leader and a Teacher at every Language Centre.

**Option 3**

- Every Language Centre to remain open.
- The capacity of the Dolgellau Language Centre increased to 16. The capacity of every other Language Centre to remain the same.
- One Leader for all Primary Language Centres, a staffing structure of a Teacher and an Assistant at every Language Centre (where the Leader is not based).
- A staffing structure of a Leader and an Assistant at the Secondary Language Centre.

**Option 4**

- Every Language Centre to remain open.
- The capacity of the Dolgellau Language Centre increased to 16. The capacity of every other Language Centre to remain the same.
- One Leader for all Primary and Secondary Language Centres, a staffing structure of a Teacher and an Assistant at every Language Centre (where the Leader is not based).

3.11 As a result of the formal consultation held on the four options noted above, and as a result of considering the observations received during the consultation, another consultation was held following the Human Resources process with the staff of the Language Centres and their union representatives on the option under consideration. This consultation ended on 8 March 2019.

3.12. Here are the details of the option under consideration that was formally consulted upon:

**Option under Consideration**

- Every Language Centre to remain open.
- One non-contact Leader for all Language Centres, with the ability to teach at any of the Language Centres as required.
- A staffing structure of a Teacher and Level 4 Assistant at every Language Centre.
- After-care provision to become a part of the core provision of every Language Centre.

**4. ANY CONSULTATIONS UNDERTAKEN PRIOR TO RECOMMENDING THE DECISION**

**THE OBSERVATIONS FROM THE FORMAL CONSULTATION HELD ON THE FOUR OPTIONS**

4.1 A Human Resources process for restructuring the Language Centres was followed, consulting with the staff and the Unions on options for restructuring the service in future.

4.2 The following is a summary of the Unions' observations:

## UCAC

General observations:

Keep staffing levels at two teachers

The teachers must be:

- specialist for effective 'language immersion'
- enthusiastic and ambitious
- able to speak Welsh to a good standard
- able to plan lively lessons that are carefully structured to conform to the course
- able to identify and respond to learners' needs (ALN, emotional and behavioural problems)
- training and support for teachers and school assistants
- knowledgeable of the latest developments in the field of education
- able to lead a centre in each other's absence

The Centres' Locations: Equal Opportunity - ensure that every school is within reasonable reach of the Language Centre.

In addition, correspondence was received from the Union requesting clarity on some points in the context of the restructuring, suggesting the need to trail the teacher : assistant ratio for 16 children first, before making any decision. It was also questioned whether there was any evidence or national example that proves the fact that the ratio of teacher : assistant to 16 pupils is an effective model to produce Welsh speakers.

In response to the correspondence, it was noted that the shortfall in the budget needed to be addressed and implemented by September 2019 and that a trial period would not allow for the required saving to be realised on time.

The following is a summary of UCAC's observations on the individual options:

### Option 1

STRENGTH	WEAKNESS
<ul style="list-style-type: none"><li>• 2 specialist teachers</li><li>• The success of the course and service is secured</li><li>• A centre to remain in every area of Gwynedd</li></ul>	<ul style="list-style-type: none"><li>• Centre Ch closing will have an impact on the area (where the centre is based).</li><li>• Increasing journeys from schools to the nearest Language Centre</li><li>• 1 area without a Language Centre</li><li>• Losing specialist teaching jobs</li></ul>

## Option 2

STRENGTH	WEAKNESS
<ul style="list-style-type: none"><li>The Centres' Locations - 1 in every area</li></ul>	<ul style="list-style-type: none"><li>Losing specialist teaching jobs</li><li>Increases the teacher : pupil ratio</li><li>The Leader's absence will cause disorder:<ul style="list-style-type: none"><li>- course structure</li><li>- responsibility for the learner</li><li>- transport</li><li>- parents</li></ul></li><li>A supply teacher cannot step in as a stranger</li><li>Losing opportunities to share good practice</li><li>Weakens the support for individual learners</li><li>The aftercare strategy will be less effective</li></ul>

## Option 3

In addition to the observations for Option 2:

STRENGTH	WEAKNESS
	<ul style="list-style-type: none"><li>Centre A (The Leader's Centre) will be ineffective in light of the responsibility for all the Language Centres.</li></ul>

## Option 4

In addition to the observations for Options 2 and 3:

STRENGTH	WEAKNESS
	<ul style="list-style-type: none"><li>Centre A (The Leader's Centre) will be ineffective in light of the responsibility for all the primary and secondary Language Centres.</li><li>1 Leader responsible for the primary and secondary without an understanding of one sector</li></ul>

### 4.3 NEU

The following is a summary of NEU's observations:

- It is crucial to avoid excessive travel for pupils and this important principle cannot be kept should one of the centres close. (Oppose Option 1).
- The Leader's absence will cause disorder without a second teacher in terms of the course structure.
- A supply teacher cannot step in as a stranger.
- Object to any action on the increase in costs of £35,000 until there is clarity on the need to do so.

In addition, NEU asked:

- How does restructuring tie in with the Council' strategic objectives of promoting the Welsh language and the Welsh language policy?
- What discussions have been held with the primary and secondary headteachers?

#### 4.4 **Dolgellau Language Centre**

Observations were received the Leader and Assistant at Dolgellau Language Centres as part of the consultation.

Here are their observations on Option 2 - Leader and Assistant:

- We at the Dolgellau Language Centre have been operating Option 2, namely a teacher and an assistant since 2002, for 16 years, and it has been very successful.
- We are full with 100% of our capacity full each term, and at times we have more than the capacity of children (up to 10).
- We deliver the course requirements with a Teacher and Assistant. We are cost effective and cheaper than the other options under consideration.
- The Teacher presents the language learning work and the Assistant supports the learning. Both of us work together in the classroom.
- The Dolgarrog Language Centre works as a 'Leader and Senior Assistant', and they accept up to 12 children and no more.

#### **THE OBSERVATIONS FROM THE FORMAL CONSULTATION HELD ON THE FOUR OPTIONS UNDER CONSIDERATION**

#### 4.5 The following is a summary of the observations made by the UCAC and NEU unions on behalf of the Language Centres' staff on the option under consideration.

Specific observations were received on some educational matters, including the need to consider the arrangements relating to the number of children that would be taught in a class. UCAC suggest that the increase in the teacher : pupil ratio could be trialled, but that this should be done following a full professional study to ensure that the impact is not negative. The union also notes the importance of ensuring that any change to the current procedure is implemented by identifying evidence of good practice in the field.

Comments also referred to the importance of having clarity on some practical matters relating to the day-to-day work of level 4 assistants, including the need to undertake the tasks to teach the children successfully. Consequently, concern was noted regarding the proposed timetable to implement the option under consideration by September 2019. Objection was also expressed to the principle of introducing an assistant, rather than a teacher, to the Language Centres.

The Unions provided observations regarding the general role and responsibilities of the teacher and the management of the centres, including how teacher salary levels should be set, measured against the change in duties. Specific reference was made to the need to consider TLR responsibility payments, in line with the Teacher Pay and Conditions 2018 document. Reference was also made to the importance of identifying the work that leaders at every centre do, as well as their role fostering professional relationships on many levels, along with the need to make important decisions on a local level. There will be a need to consider practical arrangements for the management of the centres in the models under consideration, whilst also ensuring the safety and welfare of the children. The need to consider the possible challenges regarding the role of the Leader in being responsible for the primary and secondary provision and any differences between the two curriculums was noted.

In the context of the role of the new Leader presented as an amendment to the option under consideration, UCAC acknowledged that there was an argument for introducing a new management tier to the structure. Nevertheless, UCAC was unable to support a situation where the leader is expected to be responsible for the primary and secondary provision. The NEU union was of the opinion that one person could not have the expertise to respond to the demands from both sectors.

In relation to the arrangements for the after-care provision, UCAC noted that it would be "very difficult to see how a teacher or assistant could be released to carry out the after-care during the course". Similar observations were received from NEU, asking how it would be possible to "...release a teacher or assistant to visit former pupils - without having supply staff to take their place". It was suggested that it would be useful to receive further information on how the vision would be able to meet the need.

The NEU union noted concern about the timing of any change in the context of the need to prepare for the new curriculum, in particular at the Secondary Language Centre.

In relation to the financial situation, it was asked how the restructuring would ensure savings in the next three years.

#### **AN EVALUATION OF THE OPTIONS WHICH WERE CONSULTED ON**

Each of the options for restructuring the Language Centres included in the consultation leads to an increase in the teacher: pupil ratio of 1: 8 in each Centre to a maximum of 1 : 16 (apart from Option 1, which increases the number of children in each centre to 19 (removing one Centre), in order to retain the current staffing structure of two teachers).

As there is no current study of the requirements relating to a pupil : teacher ratio of 1 : 8, and that the pupils' language fluency and their ability to fully immerse into the normal language of our schools is the outcome for the Centres and the way that this success is measured, the Head of Education is of the opinion that there would not be any significant impact on the quality of provision when increasing the teacher : pupil ratio, with the support of a level 4 assistant for up to 16 children. During the consultation, Dolgellau Language Centre provided evidence that they had succeeded in immersing up to 10 children using this model, and there was no evidence that those 10 children were less fluent in Welsh or had experienced difficulty in integrating into the main school's normal environment.

In increasing the teacher : pupil ratio, the same would be expected of the Language Centres in immersing children in Welsh as, considering the education system as a whole, the expectation is that a maximum of 16 children under the care of one teacher with the support of a level 4 teaching assistant would represent a reasonable provision. The current structure already implements a 1 : 16 ratio at intervals in order to release the second teacher. In addition, the option under consideration enables an even more generous teacher : pupil ratio than the current ratio to any Language Centre on occasion, with the Leader stepping to fill the role of the second teacher in a Centre. When this occurs, it means that that Language Centre would have two teachers and a level 4 assistant for approximately 16 children, which is a very generous ratio. As a result, should any of the options consulted upon be implemented, the expectation in terms of the quality of the provision and the results in terms of success in immersing the children in Welsh would be the same.

Similarly, when the Foundation Phase was established, the requirements of the Welsh Government identified the need to aim for or achieve a ratio of 1 : 8 pupils for Nursery and Reception, and 1 : 15 for Years 1 and 2. As a result of the considerable cuts of £1.2m made to the Foundation Phase, which equates to 70 assistants, our schools have moved further away from the Welsh Government ratios. However, the expectation for our schools is to achieve the same standards despite the cuts, and given the current inspection profile of our primary schools, to a great extent this is being achieved.

The Language Centres mainly provide a service for KS2 and KS3 children, namely 7-14 year olds. Due to the considerable cuts to the school system over a number of years, there are now classes of 30 and more in KS2 under the care of one teacher often without an assistant, together with a number of teachers in KS3 teaching subjects where they are not specialists. However, standards at KS2 and KS3 have remained consistently good over a given period.

Therefore, given the above - as with the Foundation Phase, KS2 and KS3 – in implementing any of the options which were consulted upon, it is expected that the Language Centres will achieve the same standards and maintain the quality when immersing children in Welsh.

#### **4.6 THE OBSERVATIONS OF THE LANGUAGE COMMITTEE**

A presentation was given to the Language Committee on the restructuring of the Language Centres. The presentation included details on the financial situation of the Language Centres, the options consulted upon, along with the main messages from the consultation held with the staff and the unions on those options.

The Language Committee expressed concern about the quality of the education if one of the options consulted upon would have to be chosen. The Language Committee's objection to the options provided by the Education Department was also noted.

#### **4.7 THE OBSERVATIONS OF THE EDUCATION AND ECONOMY SCRUTINY COMMITTEE**

A report was submitted before the Education and Economy Scrutiny Committee on the restructuring of the Language Centres, including details on the consultation process implemented, the options presented, as well as the observations of the staff and unions on those options.

The Education and Economy Scrutiny Committee noted that it was grateful for the update on what had happened with the internal consultation, and expressed sincere gratitude for the work done at the Language Centres.

Nevertheless, no clear message was received from this committee regarding the resolution to the financial deficit; however, the committee had specific messages to refer to the Education Department, namely:

- Concern that none of the principles forming the basis for the options submitted for consultation purposes included ensuring that the quality of the provision in the future and the committee stressed the need to hold an equality impact assessment on the options, and that there was room to measure the quality and the impact of change on the provision from now on.
- Concern regarding the potential change in the workload of those working at the Language Centres, but that this was a general concern across the entire range of services provided by the Education Department at every school, and that the

pupil/teacher ratio in every class was also an issue requiring attention. At the same time, there was an emphasis on the need to have two teacher(s) at the Secondary Language Centre.

- Support was given to continuing with discussions in an attempt to persuade the Welsh Government to continue to give more funding to support the Welsh language from now on.
- It was accepted that the grant was being cut, and although everyone would prefer if this were not the case, the committee encouraged the Department to consider any other potential sources, whether additional grant funding or any other source. Nevertheless, it was fully accepted that the schools had taken substantial and continued cuts for some time now and, although it was an option, the committee did not wish to look to the schools to fund this. In addition, concern was expressed regarding the outcome of GwE's review of the Welsh language and any further implications to the funding of the Language Centres.

#### 4.8 **FULL COUNCIL**

At the Full Council, on 7 March 2019, the following notice of motion was submitted by Councillor Alwyn Gruffydd under Section 4.20 of the Constitution, and it was seconded:

RESOLVED, acknowledging and fully condemning the horrendous financial cuts forced on local councils by Welsh Government, specifically the cut to the education improvement grant for Gwynedd, and that any decision on the matter is a matter for the Cabinet, that this Council strongly objects to any plan or intention to change the constitution, organisation or staffing of Gwynedd Language Centres that would have a detrimental impact on their unmistakable ability in teaching Welsh to incomers within a short period of time and to integrate easily into the Welsh ethos of our schools. The Council also calls on the Cabinet to establish a robust monitoring procedure - whether changes are made or not - to ensure the best possible results for the learners. However, we declare that downgrading teachers' posts and making them assistant posts would be harmful and therefore detrimental to the units' abilities to teach the Welsh language effectively, and therefore, we ask the Cabinet to ensure that the required resources are available to ensure that this does not happen.

#### 5. **NEXT STEPS AND TIMETABLE**

5.1 The main messages from the Language Committee, the Education and Economy Scrutiny Committee, and the formal consultation held with staff and the unions on the options for restructuring the Language Centres for the future were: concern about losing specialist teachers; the impact of increasing the teacher : pupil ratio on the quality of the education and children's attainment; along with the lack of evidence to show that the changes consulted upon would not have a negative impact on the provision.

5.2 As a result of the main messages summarised above, along with the Full Council's decision on 7 March 2019, the Education Department considers that these concerns can be addressed in one of the following ways:

- It would be possible to maintain the current staffing situation of the Language Centres, and address some of the shortfall in the budget by changing the staff's terms of employment, i.e. remove the leadership tier in relation to terms of employment at every Language Centre, remove the TLR allowance for teachers at every Language

Centre, and incorporate the after-care as a part of the core provision of the Language Centres, thus abolishing the existing after-care post. This would go a step of the way towards meeting the financial deficit, although there would be a need to identify a financial source to bridge the remaining deficit, particularly considering that some elements of the savings would not be realised immediately.

- A pilot could be held of the staffing structure of a teacher and assistant, increasing the teacher : pupil ratio at one Language Centre only for a period, and for it to be closely monitored to identify whether it affects the quality of the education and the children's attainment. Implementing a pilot would defer any decision on the options consulted upon, therefore, it would be required to identify an alternative financial source to bridge the deficit during the pilot period.
- Any of the options consulted upon could be implemented and the financial deficit would be met in full. The Education Department would set robust monitoring arrangements to consider any impact as a result of the restructuring on the quality of the education and the children's attainment, and for the situation to be reviewed in three years. Should there be a wish to implement any of the options consulted upon by 1 September 2019, it is anticipated that the appointment process for the service's new structure would take place during the final week of April and the beginning of May. This would allow time to implement the employment appeals process if required, and to be in a situation to confirm all appointments and redundancies by 31 May 2019.

## **6. EQUALITY IMPACT ASSESSMENT**

An equality impact assessment was carried out on the options consulted upon. The assessment gives specific attention to various equality elements such as race, gender, disability, language, religion or belief and age. See the full report in **Appendix 1**.

The assessment notes that the proposed options are unlikely to have any negative impact on equality characteristics. One of the principles forming the basis for the options for restructuring the service to address the budget shortfall was that the restructuring would not affect the availability of the provision for children, i.e. the same number of children would access the service. This would ensure the same equal opportunities for children in terms of accessing the service.

The Council will follow the usual procedures by supporting and monitoring, in order to ensure the compliance of every Language Centre with the equality characteristics.

## **7. WELL-BEING ASSESSMENT**

As part of the considerations for activities and projects, the Education Department has a role to promote the well-being objectives of the Well-being of Future Generations (Wales) Act 2015 amongst the county's pupils. Full consideration was given to any impact deriving from the proposed options against the seven well-being objectives of the Act, along with the Council's well-being objectives, including holding an impact assessment. It was concluded that the proposed options enabled the centres to continue to contribute effectively towards achieving the objectives of the act.

## **8. VIEWS OF STATUTORY OFFICERS**

### **i. Monitoring Officer**

The report highlights options open to the Cabinet when deciding on the way forward. The report also details specifically the results of the consultation process with the staff and advice of the Education and Economy Scrutiny Committee. The Cabinet is required to give specific attention to these matters together with the other relevant considerations when coming to a conclusion on how to address the financial gap. Whichever option is followed the Cabinet will need to be clear about its reasons for deciding on the direction.

### **ii. Principle Finance Officer**

Despite a year-on-year reduction in grant funding, the Language Centres have been protected at historical provision level, and it is now inevitable that the model of provision must be considered in order to cope within the constraints of the grant.

I confirm the accuracy of the figures in Part 2 of the report. If it is not possible to reduce the costs by £ 96,000 in full for the 2019/20 financial year, a temporary funding source will need to be identified to bridge any shortfall.

# Equality Impact Assessment

See the leaflet *How to Make an Equality Impact Assessment* for help to complete this form. You are also welcome to contact Delyth Williams, Policy and Equality Officer on ext. 32708 or [DelythGadlysWilliams@gwynedd.llyw.cymru](mailto:DelythGadlysWilliams@gwynedd.llyw.cymru), for further assistance.

The Council is required (under the Equality Act 2010) to consider the impact any changes in any policy or procedures (or the creation of a new policy or procedure) will have on people with protected equality characteristics. The Council also has additional general duties to ensure fairness and to foster good relationships. Therefore, a timely Equality Impact Assessment should be made before any decision is taken on any relevant change (i.e. that affects people with protected equality characteristics).

## I Details

### I.1. What is the name of the policy / service in question?

Restructuring of Language Centres

### I.2 What is the purpose of the policy / service that is being created or amended? What changes are being considered?

The budget for Language Centres in Gwynedd is insufficient from September 2019 onwards due to a cut from 10% from the Education Improvement Grant, together with an increase in costs (see 2.2 for the financial details)

#### OPTIONS

As a basis for the options to restructure the Language Centres in future, the Education Department formed the following criteria:

	PRINCIPLES	
1.	The restructuring will not affect the availability of the provision for latecomers (i.e. That the same number of pupils or more have access to the service)	✓
2.	Minimum staffing level of 2FTE at every Language Centre	✓

It is also noted that none of the following options include any change to the after-care provision, and after-care will be considered when moving forward with the preferred option for the future.

**Option 1**

- Close one Primary Language Centre
- Increase the capacity of every Language Centre to 19 learners
- A staffing structure of a Leader and a Teacher at every Language Centre

**Option 2**

- Every Language Centre to remain open.
- The capacity of the Dolgellau Language Centre increased to 16. The capacity of every other Language Centre to remain the same.
- A staffing structure of a Leader and a Teacher at every Language Centre

**Option 3**

- Every Language Centre to remain open.
- The capacity of the Dolgellau Language Centre increased to 16. The capacity of every other Language Centre to remain the same.
- One Leader for all Primary Language Centres, a staffing structure of a Teacher and an Assistant at every Language Centre (where the Leader is not based).
- A staffing structure of a Leader and an Assistant at the Secondary Language Centre

**Option 4**

- Every Language Centre to remain open.
- The capacity of the Dolgellau Language Centre increased to 16. The capacity of every other Language Centre to remain the same.
- One Leader for all Primary and Secondary Language Centres, a staffing structure of a Teacher and an Assistant at every Language Centre (where the Leader is not based).

### **1.3 Who is responsible for this assessment?**

Debbie A.W. Jones, Education Corporate Services Officer

#### **1.4 When did you commence the assessment? Which version is this?**

March 2019 (Version 2)

## **2) Action**

### **2.1 Who are the partners it will be necessary to work with to undertake this assessment?**

- Gwynedd Language Centres Staff
- Union Representatives of the Teachers and Assistants
- Primary and Special Catchment Areas Consultative Group
- Secondary Strategic Planning Group
- Schools Funding Forum
- Unions' Forum
- Language Committee
- Education and Economy Scrutiny Committee

### **2.2. What steps have you taken to engage with people with protected characteristics?**

In light of the budget shortfall from 2019/20 onwards for the Language Centres, a meeting was held with the staff on 10 September 2019 to notify them of the financial position of the Language Centres from 2019/20 onwards. During the meeting, staff were invited to come together to consider how the service could be restructured in future to meet the budget shortfall.

Following this meeting, we were notified that the Language Centre staff were not keen to create their own options for the service's structure in future. Rather, their wish was for the Education Department to consider and create options, with an opportunity for them to express their opinion and present comments on those options.

On 24 October 2018, a meeting was held between the Education Department, Human Resources, Language Centre staff, along with their Union representatives to present options for their consideration.

A Human Resources process for restructuring the Language Centres was followed, therefore consulting with the staff and the Unions on options for restructuring the service in future. A consultation period of 30 days was given to staff and unions, along with an extension of 10 days at the request of one particular union.

A questionnaire was sent to service users asking for their opinions on the provision. All responses supported the work of the Language Centres, believing that the service was “great”. They also indicated that the Language Centres are successful in enabling children both to learn and use Welsh at their given schools. Service users were also asked whether any of the individual options affected themselves, their family or child in the context of specific equality characteristics. The respondents were equally divided as to the effect of the proposed changes in option 1 in relation to equality characteristics. However, the majority of respondents, did not consider that there would not be any effect as a consequence of implementing options 2, 3 and 4. An insufficient response was given for option 5 and therefore it was not possible to draw any conclusions from the data provided.

**2.3 What was the outcome of the engagement?**

A Human Resources process for restructuring the Language Centres was followed, therefore consulting with the staff and the Unions on options for restructuring the service in future.

The following is a summary of the Unions' observations:

**UCAC**

General observations:

Keep staffing levels at two teachers

The teachers must be:

- specialist for effective 'language immersion'
- enthusiastic and ambitious
- in possession of oral language of a good standard
- able to plan lively lessons that are carefully structured to conform to the course
- able to identify and respond to learners' needs (ALN, emotional and behavioural problems)
- training and support for teachers and school assistants
- knowledgeable of the latest developments in the field of education
- able to lead a centre in each other's absence

The Centres' Locations: Equal Opportunity - ensure that every school is within reasonable reach of the Language Centre.

The following is a summary of UCAC's observations on the individual options:

**Option 1**

STRENGTH	WEAKNESS
<ul style="list-style-type: none"> <li>• 2 specialist teachers</li> <li>• The success of the course and service is secured</li> </ul>	<ul style="list-style-type: none"> <li>• Centre Ch closing will have an impact on the area (where the centre is based).</li> <li>• Increasing journeys from schools to the nearest Language Centre</li> </ul>

- A centre to remain in every area of Gwynedd
- 1 area without a Language Centre
- Losing specialist teaching jobs

### Option 2

STRENGTH	WEAKNESS
<ul style="list-style-type: none"> <li>• The Centres' Locations - 1 in every area</li> </ul>	<ul style="list-style-type: none"> <li>• Losing specialist teaching jobs</li> <li>• Increases the teacher : pupil ratio</li> <li>• The Leader's absence will cause disorder:               <ul style="list-style-type: none"> <li>- course structure</li> <li>- responsibility for the learner</li> <li>- transport</li> <li>- parents</li> </ul> </li> <li>• A supply teacher cannot step in as a stranger</li> <li>• Losing opportunities to share good practice</li> <li>• Weakens the support for individual learners</li> <li>• The after-care strategy will be less effective</li> </ul>

### Option 3

In addition to the observations for Option 2:

STRENGTH	WEAKNESS
	<ul style="list-style-type: none"> <li>• Centre A (The Leader's Centre) will be ineffective in light of the responsibility for all the Language Centres.</li> </ul>

### Option 4

In addition to the observations for Options 2 and 3:

STRENGTH	WEAKNESS
	<ul style="list-style-type: none"> <li>• Centre A (The Leader's Centre) will be ineffective in light of the responsibility for all the primary and secondary Language Centres.</li> </ul>

- |  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"><li>• 1 Leader responsible for the primary and secondary without an understanding of one sector</li></ul> |  |
|--|--|---|--|

## **NEU**

The following is a summary of NEU's observations:

- It is crucial to avoid excessive travel for pupils and this important principle cannot be kept should one of the centres close. (Oppose Option 1).
- The Leader's absence will cause disorder without a second teacher in terms of the course structure.
- A supply teacher cannot step in as a stranger.
- Object to any action on the increase in costs of £35,000 until there is clarity on the need to do so.

In addition, the NEU union asked:

- How does restructuring tie in with the Council's strategic objectives of promoting the Welsh language and the Welsh language policy?
- What discussions have been held with the primary and secondary headteachers?

## **Dolgellau Language Centre**

Observations were received the Leader and Assistant at Dolgellau Language Centre as part of the consultation.

Here are their observations on Option 2 - Leader and Assistant:

- We at the Dolgellau Language Centre have been operating Option 2, namely a teacher and an assistant since 2002, for 16 years, and it has been very successful.
- We are full with 100% of our capacity full each term, and at times we have more than the capacity of children (up to 10).
- We deliver the course requirements with a Teacher and Assistant. We are cost effective and cheaper than the other options under consideration.
- The Teacher presents the language learning work and the Assistant supports the learning. Both of us work together in the classroom.
- The Dolgarrog Language Centre works as a 'Leader and Senior Assistant', and they

accept up to 12 children and no more.

**Observations from Stakeholders, Organisations and Individuals**

As already noted, a Human Resources process was followed for restructuring the Language Centres, therefore consulting with the staff and the Unions on options for restructuring the service in future.

Nevertheless, the Education Department also briefed key stakeholders during the consultation period, including:

- Education and Economy Scrutiny Committee
- Schools Funding Forum
- Unions' Forum
- Primary and Special Catchment Areas Consultative Group
- Secondary Strategic Planning Group

Observations were also received from organisations and individuals, including:

- Cymdeithas yr Iaith Gymraeg
- Cylch yr Iaith
- Popeth Cymraeg
- CYDAG
- RHAG
- Town and Community Councils
- Individuals

The themes of the observations received from organisations and individuals include:

- Object to any change
- Quality (need for 2 teachers)
- Changing demography

**2.4 On the basis of what other evidence do you operate?**

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Historically, the Language Centres were funded by a grant from the Welsh Language Board, with the Council providing match funding. When the Welsh Language Board was abolished, the Language Centres were funded in the same way through the Welsh Government's Welsh in Education Grant and the Council continuing to provide the match funding.

In 2015, Welsh Government brought 11 education grants together under the heading of the Education Improvement Grant (EIG) and this included Welsh in Education Grant. By now, Welsh Government funds the Welsh in Education Grant through the regional consortia (GwE), and every authority contributes match funding to the region, before the WEG is then transferred from the regional consortia back to the Authorities.

In 2018/19, Welsh Government cut the Education Improvement Grant by 10%. This means a shortfall of £61,000 in the Gwynedd Language Centres budget from 2018/19 onwards. This year, we succeeded in bridging this shortfall, although cuts have been made to other headings within the EIG, such as the Foundation Phase.

For 2019/20, the news we received from Welsh Government was better than expected for the EIG, i.e. confirmation of a neutral settlement for the EIG was received for 2019/20. However, in light of inflation to salaries and pensions, this means a further shortfall in the budget of approximately £35,000 from September 2019 onwards. The GwE Management Board and Joint-committee have not yet convened to agree on the exact allocation for the EIG headings for 2019/20.

At the same time, the GwE Management Board has also decided to carry out a regional review of the Welsh Language heading in the EIG, and this could affect the financial allocations given to the Welsh Language in individual authorities, especially given that the allocations are currently made on a historical basis only, with Gwynedd receiving much more money than any other county.

The staffing structure of the Language Centres is currently as follows:

Language Centre	Staffing Structure	Numbers
Dolgellau	Leader Assistant	8
Llangybi	Leader Teacher	16
Maesincla	Leader Teacher	16
Penrhyndeudraeth	Leader Teacher	16
Secondary Eifionydd	Leader Teacher	16
	After-care teacher	

The trend for pupil numbers attending the Primary Language Centres over the last five years is as follows:

Pupil numbers at the Gwynedd Primary Language Centres per term 2013 – 2018					
TERM	Dolgellau	Llangybi	Maesincla	Penrhyn	Total
<b>CAPACITY</b>	<b>8</b>	<b>16</b>	<b>16</b>	<b>16</b>	
Spring 2013	6	7	13	11	37
Summer 2013	8	7	13	15	43
Autumn 2013	9	13	15	13	50
<b>Total 2013</b>	<b>23</b>	<b>27</b>	<b>41</b>	<b>39</b>	<b>130</b>
Spring 2014	8	8	14	15	45
Summer 2014	26*	4*	16	10**	64
Autumn 2014	8	10	14	14	46
<b>Total 2014</b>	<b>42</b>	<b>22</b>	<b>44</b>	<b>47</b>	<b>155</b>
Spring 2015	8	11*	11	14	44
Summer 2015	9	4*	15	15*	43
Autumn 2015	7	12	9	17	45
<b>Total 2015</b>	<b>24</b>	<b>27</b>	<b>35</b>	<b>46</b>	<b>132</b>
Spring 2016	8	10	13	16	47
Summer 2015	11	6	16	19	52
Autumn 2016	9	14	16	18	56
<b>Total 2016</b>	<b>27</b>	<b>30</b>	<b>45</b>	<b>53</b>	<b>155</b>
Spring 2017	10	13	13	15	51
Summer 2017	7**	10	17	17	51
Autumn 2017	8	13	17	16	54
<b>Total 2017</b>	<b>25</b>	<b>36</b>	<b>47</b>	<b>48</b>	<b>156</b>
Spring 2018	6 + 1*	14	15	11	47
Summer 2018	5 ** / 7 *	8	16	14	45
Autumn 2018	8	11	15	16	50
<b>Total 2018</b>	<b>22</b>	<b>33</b>	<b>46</b>	<b>41</b>	<b>142</b>

\*after-care \*\*pre Language Centre

**Number of pupils at Eifionydd' Secondary Language Centre per term 2013-2018:**

TERM	Eifionydd	TERM	Eifionydd
Spring 2013	16	Spring 2016	9
Summer 2013	17	Summer 2016	10
Autumn 2013	13	Autumn 2016	14
<b>Total 2013</b>	<b>46</b>	<b>Total</b>	<b>33</b>
Spring 2014	13	Spring 2017	18
Summer 2014	6	Summer 2017	8
Autumn 2014	21	Autumn 2017	16
<b>Total 2014</b>	<b>40</b>	<b>Total</b>	<b>40</b>
Spring 2015	8	Spring 2018	14
Summer 2015	13	Summer 2018	15
October 2015	13	October 2018	17
<b>Total</b>	<b>34</b>	<b>Total</b>	<b>46</b>

## **CONSULTATION**

As a result, the Education Department developed 5 different options for the future restructuring of the service, consulting with staff and the unions on these options. (See 1.2 for details of the options).

### **2.5 Are there any gaps in the evidence that needs to be collected?**

We have noted that we anticipate a further deficit of £35,000 in the grant from September 2019 onwards as a result of inflation and an increase in teachers' pension costs, although there is no clarity regarding the exact conditions at present.

Following the consultation with staff and the unions, together with briefing stakeholders, a concern was noted about the likelihood that losing the structure of 2 teachers would affect the quality of the provision. We currently do not have any evidence to prove or disprove this, therefore we will ensure robust arrangements for monitoring the quality of the Language Centres' provision going forward following any restructuring.

### 3) Identifying the Impact

3.1 The Council must give due attention to the impact any changes will have on people with the following equality characteristics. What impact will the new policy/service or the changes in the policy or service have on people with equality characteristics? You are welcome to add other characteristics if you wish.

Characteristics	What type of impact? *	In what way? What is the evidence?
<b>Race (including ethnicity)</b>	None	One of the principles of restructuring is to ensure that it does not affect the availability of the provision for latecomers (i.e. That the same number of pupils or more have access to the service). Therefore, it is anticipated that the outcome will be the same and, therefore, no impact on non-Welsh speaking latecomers from the rest of Britain or other countries is anticipated.
<b>The Welsh language</b>	None	One of the principles of restructuring is to ensure that it does not affect the availability of the provision for latecomers (i.e. That the same number of pupils or more have access to the service). Therefore, it is anticipated that the outcome will be the same, namely that they will get the same opportunity and support to acquire the Welsh language. There is no change to the purpose and essence of the Language Centres as a result of the re-structuring, namely to immerse latecomers in the Welsh language.
<b>Disability</b>	Negative / None	One of the principles of restructuring is to ensure that it does not affect the availability of the provision for latecomers (i.e. That the same number of pupils or more have access to the service). Therefore, it is anticipated that the outcome will be the same for latecomers, whether they have a disability or not. However, it is acknowledged that implementing Option 1 could specifically lead to having to travel further to reach the provision and, therefore, this Option could have a worse impact on some groups.
<b>Gender</b>	None	It is acknowledged that staff at the Language Centres are all women. The consultation noted that specialist post which was well paid for women (in this context) would be lost, with replacement posts paying less.  However, no impact on service users is anticipated.
<b>Age</b>	None	One of the principles for the restructuring is to ensure there is no impact in the availability of the provision for latecomers (i.e. that the same number or more learners are able to access the service). Therefore, it is anticipated that the outcome for latecomers would be the same. It is

		acknowledged that children and young people are the service users at the Language Centres, and this is the only objective which was mentioned by users.
<b>Sexual orientation</b>	None	No impact on service users is anticipated for this equality objective.
<b>Religion or belief (or non-belief)</b>	None	No impact on service users is anticipated for this equality objective.
<b>Gender reassignment</b>	None	No impact on service users is anticipated for this equality objective.
<b>Pregnancy and maternity</b>	None	No impact on service users is anticipated for this equality objective.
<b>Marriage and civil partnership</b>	None	No impact on service users is anticipated for this equality objective.

\* Delete as required

**3.2 The Council has a duty under the Equalities Act 2010 to contribute positively to a fairer society through advancing equality and good relations in its activities in the fields of age, gender, sexual orientation, religion, race, transgender, disability and pregnancy and maternity. The Council must give due attention to the way any change affects these duties.**

<b>General Duties of the Equality Act</b>	<b>Does it have an impact?</b>	<b>In what way? What is the evidence?</b>
<b>Abolishing illegal discrimination, harassment and victimisation</b>	No	One of the principles of restructuring is to ensure that it does not affect the availability of the provision for latecomers (i.e. That the same number of pupils or more have access to the service). Therefore, the change would not have an impact. The same number of children would have access to the service, and have the opportunity to acquire the Welsh language to enable them to assimilate with the bilingual society in Gwynedd, and to take full advantage of educational provision and experiences in accordance with the Education Language Policy.

<p><b>Promoting equal opportunities</b></p>	<p>No</p>	<p>One of the principles of restructuring is to ensure that it does not affect the availability of the provision for latecomers (i.e. That the same number of pupils or more have access to the service). Therefore, the change would not have an impact as an equal opportunity would remain for latecomers. The same number of children would have access to the service, and have the opportunity to acquire the Welsh language to enable them to assimilate with the bilingual society in Gwynedd, and to take full advantage of educational provision and experiences in accordance with the Education Language Policy.</p> <p>The consultation noted that specialist post which was well paid for women (in this context) would be lost, with replacement posts paying less.</p>
<p><b>Encouraging good relationships</b></p>	<p>No</p>	<p>One of the principles of restructuring is to ensure that it does not affect the availability of the provision for latecomers (i.e. That the same number or more learners have access to the service), therefore, the change would not have an impact as an equal opportunity would remain for latecomers. The same number of children would have access to the service, and have the opportunity to acquire the Welsh language to enable them to assimilate with the bilingual society in Gwynedd, and to take full advantage of educational provision and experiences in accordance with the Education Language Policy. Enabling latecomers to acquire the Welsh language would ensure they can foster good relationships with peers and the bilingual community in Gwynedd.</p>

\* Delete as required

#### 4) Analysing the results

##### 4.1 Is the policy therefore likely to have a significant, positive impact on any of the equality characteristics or the General Duty? What is the reason for this?

Re-structuring the Language Centres is unlikely to have a significant, positive impact on any of the equality characteristics or the General Duty, as a result of the fact that availability of the provision for children is the same.

##### 4.2 Is the policy therefore likely to have a significant, negative impact on any of the equality characteristics or the General Duty? What is the reason for this?

Re-structuring the Language Centres is unlikely to have a significant, positive impact on any of the equality characteristics or the General Duty, as a result of the fact that availability of the provision for children is the same.

##### 4.3 What should be done?

Choose one of the following:

Continue with the policy / service since it is robust	✓
Amend the policy to remove any barriers	
Suspend and delete the policy as the detrimental impacts are too great	
Continue with the policy as any detrimental impact can be justified	

**4.4 If you continue with the plan, what steps will you take to reduce or mitigate any negative impacts?**

As a result of consulting with staff and the unions, as well as briefing stakeholders, a concern was noted that the likelihood of losing a two teacher structure would affect provision quality. We have no evidence to prove or refute this at present, therefore, we will ensure robust arrangements to monitor the quality of provision at Language Centres in future as a result of the re-structuring.

**4.5 If you are not taking any further action to delete or reduce the negative impacts, explain why here.**

N/A

**5) Monitoring**

**5.1 What steps will you take to monitor the impact and effectiveness of the policy or service (action plan)?**

As a result of consulting with staff and the unions, as well as briefing stakeholders, a concern was noted that the likelihood of losing a two teacher structure would affect provision quality. We have no evidence to prove or refute this at present, therefore, we will ensure robust arrangements to monitor the quality of provision at Language Centres in future as a result of the re-structuring.

We will also seek the opinions of service users on a regular basis, and we will adapt the impact assessment to reflect opinion and any additional information received.

## GWYNEDD COUNCIL CABINET



### Report for a meeting of Gwynedd Council Cabinet

**Date of meeting:** 2 April 2019  
**Cabinet Member:** Councillor Gareth Thomas  
**Contact Officer:** Garem P Jackson  
**Contact Telephone Number:** 01286 679089 ext 32089  
**Title of Item:** REVIEW OF THE GWYNEDD STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE) CONSTITUTION

#### 1. THE DECISION SOUGHT

(i) The recommendation of the Education Department and the Gwynedd SACRE Committee is to change the membership of Group A :

- Group A - Christianity - keep at 6  
Propose to invite one representative from the beliefs  
Buddhism, Islam, Hinduism, Judaism, Sikhism and the Humanists
- Group B - representation of Teachers and Headteachers - keep at 5
- Group C - Elected Members - keep at 7
- Co-opted - SACRE Committee to retain the right to co-opt members

(there are 3 votes, which is 1 for each Group. The Co-opted members do not have a vote)

(ii) The recommendation of the Education Department and the Gwynedd SACRE Committee is to allow the application of the Humanists to become part of Group A on the Gwynedd SACRE Committee.

#### 2. THE REASON FOR THE NEED FOR A DECISION

- 2.1. The Council has not considered the constitution since 1996.
- 2.2. The Education Minister's letter on 03/05/18 confirms that representatives from non-religious beliefs can be appointed to Group A in order to ensure that SACRE reflects the beliefs of the communities it serves in full, and in order to conform to current legislation. This letter specifically supersedes paragraph 103 of Circular 10/94 [Appendix].
- 2.3. A request from Bangor Humanists to join as member(s) of Group A on the Gwynedd SACRE Committee.

- 2.4 In considering the request of the Humanists to join as a member of Group A, it is timely to give consideration to other beliefs in order to give attention to a variety of the beliefs of Gwynedd on the SACRE committee.
- 2.5 The SACRE must be inclusive, containing a variety of broader religious traditions than we currently have and the advantages of having a variety of this broader diversity when developing the religious education curriculum which prepares our young people to become ethical, informed citizens of Wales and the world.

### **3. PRESENTATION AND RELEVANT CONSIDERATIONS**

#### **Background**

The Education Act 1996 places a duty on the local authority to establish a standing council to advise it on religious education.

#### **SACRE Functions**

- Advise the Local Authority on worship in schools and the the religious education to be provided in accordance with the agreed syllabus, including teaching methods, advice on materials and the provision of training for teachers;
- Consider whether it should be recommended that the Local Authority's current agreed syllabus should be reviewed by calling an Agreed Syllabus Conference (ASC);
- Consider requests from schools to come to a decision (to be excluded from the requirement that religious worship should be "Christian");
- Report back to the Local Authority and Welsh Government on its activities annually.

#### **SACRE Membership**

The Act notes that SACRE should include representatives from among the following:

- A group of persons to represent the Christian denominations and other religions as, in the opinion of the authority, will appropriately reflect the principal religious traditions in the area ('Group A')
- A group of persons to represent such associations representing teachers as, in the opinion of the authority, ought to be represented, having regard to the circumstances of the area
- A group of persons to represent the authority

Only the above representative groups have the right to vote, and each group will have one vote.

SACRE itself could also co-opt members (but they would not have a vote)

#### **Circular 10/94**

In addition to the statutory provision, in 1994 the former Welsh Office published guidance on Religious Education and Collective Worship on the form of Circular 10/94, which includes provisions involving the implementation of SACRE.

#### **Gwynedd Council SACRE**

The SACRE membership was determined by the Gwynedd Council Education Committee in 1996, and the current membership is as follows:

### **Christians and Other Faiths (Group A)**

The Methodist Church (1) - awaiting a nomination  
The Congregationalists (1) - awaiting a nomination  
Presbyterian Church of Wales (1)  
Union of Welsh Baptists (1)  
Catholic Church (1)  
Church in Wales (1)

### **Teachers representing the following Unions**

ASCL (1)  
NAS/UWT (1)  
UCAC (1)  
NUT (1)  
ATL (1) – awaiting a nomination

### **Elected Members Membership (7)**

(based on political balance)  
Plaid Cymru (4)  
Independent (3)  
(Ex-officio Members, the Chair and Vice-chair of the Council)  
The SACRE has not been reviewed since then.

### **Recent Developments**

Humanists have been eager to be represented on SACREs as members of Group A. Whilst many include them as co-opted members, the general custom is not to permit them to become full members. This is based on the guidance in the legislation and in the interpretation and guidance given in Circular 10/94, where paragraph 103 states:

*"Including the representatives of belief systems such as Humanism, that are not tantamount to religion or a religious denomination, on... SACRE A Group, would be contrary to the legal provisions referred to in paragraph 102 of the circular."*

The issue has been the subject of considerable discussions on a national level, including a legal challenge from Humanists UK against Glamorganshire Council on the basis that refusing to include humanists as a full member is contrary to the Human Rights Act and the European Convention on Human Rights.

Consequently, the SACREs Association wrote to Kirsty Williams AM, Cabinet Secretary for Education in Welsh Government, earlier this year to ask for clear advice and guidance in light of this conflict between two legal systems.

In response, the Education Director of Local Authorities wrote on 3 May 2018 to confirm Welsh Government's opinion, that representatives from non-religious beliefs can be appointed to Group A in order to ensure that SACRE reflects the beliefs of the communities it serves in full, and in order to conform to current legislation. This letter specifically supersedes paragraph 103 of Circular 10/94

### **[Appendix]**

*In relation to non-religious beliefs, it states "...that non-religious beliefs cultivated by the individual to be appointed must be compatible with a religious belief, such as humanism. In order to be "compatible", we consider that the non-religious beliefs, in accordance with the case law under the European Convention of Human Rights and the Human Rights Act 1998, must reach the required level of force, seriousness, coordination and importance to ensure protection under the Convention Rights.*

A request was received from Bangor Humanists to appoint a humanist as a full member of the SACRE. Recent guidance from Welsh Government means that the authority may consider the application  
**[Appendix]**

There has been review of SACRE membership since 1996, and it would also be appropriate and timely, therefore, to consider the constitution of the SACRE in its entirety.

### Considerations

The number of representatives appointed to Group A to represent each denomination or religion required to represent, briefly reflects the denomination or religion's proportional strength in the local area. The letter dated 3 May 2018 explains:

- *an appointment depends upon the opinion of the relevant local authority regarding whether such a representative would help ensure that the relevant traditions in the local authority's area are reflected appropriately in Group A. The local authority is responsible for determining appointments, as it is the best situation to assess whether SACRE has the required expertise and experience to deliver its function appropriately."*

### Evidence

SACRE's constitution was determined in 1996 based on the following information

The Roman Catholic Church	11.1%
Church in Wales	18.4%
Presbyterian Church of Wales	43.3%
The Methodist Church	5.6%
Congregationalist Union	16.3%
Baptist Union	4.3%
Other Denominations	1%

The latest figures we have are the figures from the 2011 Gwynedd Census, and a summary of these are seen below. No specific category is noted for Humanists in the census, however, they could be incorporated in any of the following categories - *Other religion, No religion or Religion not noted.*

	COUNTY	ARFON	DWYFOR	MEIRIONNYDD
Christianity	59.5%	55.6%	64.6%	62.3%
Buddhism	0.3%	0.4%	0.3%	0.3%
Hinduism	0.2%	0.3%	0.1%	0.1%
Judaism	0.0%	0.1%	0.0%	0.0%
Islam	1.1%	1.9%	0.4%	0.3%
Sikhism	0.0%	0.0%	0.0%	0.0%
Other religion	0.5%	0.5%	0.4%	0.6%
No religion	29.7%	32.5%	25.8%	27.8%
Religion not noted	8.6%	8.6%	8.4%	8.6%

## 4. NEXT STEPS AND TIMETABLE

- 4.1 Submit the decision to the SACRE Committee.
- 4.2 Act on the change to the Constitution in accordance with the decision of the Cabinet.

## 5. ANY CONSULTATIONS UNDERTAKEN PRIOR TO RECOMMENDING THE DECISION

### 5.1 The opinion of Gwynedd's Education Department and the Supporting Improvement Adviser (with Religious Education expertise):

- The Education Department wishes to ensure that the religious education presented in our schools reflects the nature of the local community and the views of Gwynedd residents. The diverse religious community in Gwynedd needs to be reflected.
- The committee would benefit from hearing the voices of various religions in their religions which are essential for the Religious Education Learning Field curriculum.
- It would promote contact between Head teachers, Teachers and Pupils with different beliefs directly face to face, rather than just from books.
- It would be an opportunity to create bridges and promote a more tolerant community of various beliefs.
- The current agreed syllabus (based on the National Exemplar Framework for Religious Education) refers to the need to give pupils opportunities to "draw on their own experiences and on a variety of informed religious and non-religious sources, including other disciplines, in order to gather evidence and develop appropriate arguments" (KS3).
- The current specification for GCSE Religious Studies refers to the need to present non-religious beliefs to pupils. Getting input from local Humanists will ensure that the views of Humanists are correctly represented in the lessons.

**5.2 The Gwynedd SACRE Committee's opinion on inviting other religions** - It would be an opportunity for Gwynedd SACRE to be more inclusive by containing a wider variety of traditional religions than we currently have, and these advantages of having this broader diversity when developing the religious education curriculum is what prepares our young people to become ethical, informed citizens of Wales and the world.

**5.3 The Gwynedd SACRE Committee's opinion on inviting religions compatible with a religious belief - that non-religious beliefs cultivated by the individual to be appointed must be compatible with a religious belief, such as humanism** (in accordance with the opinion of Welsh Government), with the condition that these non-religious beliefs are taught at Gwynedd Schools. It was confirmed that Humanism is presented in some Gwynedd schools and therefore, that the Gwynedd SACRE Committee supported the Humanists' bid for a seat in Group A.

**5.3 Wales Association of SACREs**, the Association has enquired about the guidance from the Education Minister that is in her letter dated 03/05/18, confirming that representatives from non-religious beliefs can be appointed to Group A in order to ensure that SACRE reflects the beliefs of the communities it serves in full, and in order to conform to current legislation. This letter specifically supersedes paragraph 103 of Circular 10/94 [Appendix]

### 5.4 Views of the Statutory Officers:

**i. Monitoring Officer:** The Legal Service has had input into the report and therefore nothing further to add in terms of propriety.

**ii. Head of Finance Department:** Nothing to add to the report from a Financial propriety perspective.

**Background Document**

Welsh Office Circular 10/94

**Relevant Appendices to the Recommendation**

Application letter from Bangor Humanists October 2017

Kirsty Williams's letter, Welsh Government

Religion Statistics of the Gwynedd 2011 Census

Mr Richard D. Speight

14 Cilfodan

Bethesda

Bangor

Gwynedd

LL57 3SL

Dear Cllr Rowlinson

### **Humanist Membership of Gwynedd County Council SACRE**

I am writing to you in my capacity as Chairperson of Dyneiddwyr Bangor Humanists to invite Gwynedd County Council Standing Advisory Council on RE (SACRE) to join the majority of other such advisory councils across England & Wales and appoint a humanist as a full member to work alongside those members who represent the religious groups in our county.

We are a group of citizens, parents, grandparents, students and teachers who wish to contribute in a positive manner to the continuing development of a modern and inclusive religious literacy education for our children. Non-religious people now outnumber those with religious beliefs in Wales, and we as members of Humanists UK work in a spirit of tolerance and co-operation to promote the interests and perspectives of people of all races, nationalities, languages and political affiliations who wish to live a good and moral life without subscribing to a religious worldview.

You will be aware of the recent move by Vale of Glamorgan County Council to withdraw its decision to decline Mrs Kathy Riddick's request to join its SACRE as a humanist member. They have now chosen not to contest her claim that their original decision to exclude her unlawfully discriminates against humanists, relegating the nonreligious to a status below the religious, in the High Court.

I am therefore confident that you and your colleagues will wish welcome a humanist member onto your advisory council with full voting rights, rather than being co-opted or as an observer. We also expect that the precedent set by the Vale of Glamorgan will mean that Welsh Office Circular 10/94 cannot now be used as a pretext to refuse this request.

At the meeting of Bangor Humanists on 4<sup>th</sup> October, 2017, our group endorsed our Communications Officer, Mr Edward Pari-Jones, as our preferred humanist nominee for the Gwynedd SACRE. Mr Pari-Jones is an experience educator and parent of a child in a Gwynedd County school who has the skills, background and motivation to contribute fully and positively to the work of the SACRE.

I have copied the Leader of Cyngor Gwynedd, our Westminster MPs and Assembly Members, Mrs Riddick in her capacity as Wales Humanists national co-ordinator, and Andrew Copson, Chair of Humanists UK, so that they are aware of our request and I look forward with anticipation to your timely response.

Yours sincerely,

Richard D. Speight

Chairperson, Dyneiddwyr Bangor Humanists

Annwyl y Cyng Rowlinson

Aelodaeth Dyniaethol CYSAG Cyngor Sir Gwynedd

Rwyf yn ysgrifennu atoch yn fy nghapas fel Cadeirydd Dyneiddwyr Bangor Humanists i wahodd Cyngor Ymgynghorol Sefydlog Cyngor Sir Gwynedd ar AG (CYSAG) i ymuno â'r mwyafrif o gynghorau ymgynghorol o'r fath ledled Cymru a Lloegr a phenodi dnyddwr fel aelod llawn i weithio ochr yn ochr â'r aelodau hynny sy'n cynrychioli'r grwpiau crefyddol yn ein sir.

Rydym yn grŵp o ddinasyddion, rhieni, neiniau a theidiau, myfyrwyr ac athrawon sy'n dymuno cyfrannu'n gadarnhaol at ddatblygiad parhaus addysg llythrennedd grefyddol fodern a chynhwysol i'n plant. Mae pobl nad ydynt yn grefyddol bellach yn fwy na'r rheiny â chredoau crefyddol yng Nghymru, ac rydym ni fel aelodau Humanists UK yn gweithio mewn ysbryd goddefgarwch a chydweithrediad i hyrwyddo diddordebau a safbwyntiau pobl o bob hil, cenedl, ieithoedd a chysylltiadau gwleidyddol sy'n dymuno i fyw bywyd da a moesol heb danysgrifio i weledfa grefyddol.

Byddwch yn ymwybodol o'r symudiad diweddar gan Gyngor Sir Bro Morgannwg i dynnu'n ôl ei benderfyniad i wrthod cais Mrs Kathy Riddick i ymuno â'i CYSAG fel aelod dyniaethwr. Maent bellach wedi dewis peidio â herio ei haisiad bod eu penderfyniad gwreiddiol i wahardd iddi wahaniaethu yn anghyfreithlon yn erbyn dynionwyr, gan ddirprwyo'r rhai nad ydynt yn anfodlon i statws islaw'r crefyddol, yn yr Uchel Lys.

Felly, yr wyf yn hyderus y byddwch chi a'ch cydweithwyr yn dymuno croesawu aelod dyneiddiol i'ch cyngor cyngori â hawliau pleidleisio llawn, yn hytrach na chael eu cyfetholedig neu fel sylwedydd. Rydym hefyd yn disgwyl y bydd y cynsail a osodir gan Fro Morgannwg yn golygu na ellir defnyddio Cylchlythyr y Swyddfa Gymreig 10 / 94 yn awr fel esgus i wrthod y cais hwn.

Yn y cyfarfod o Ddiniadurwyr Bangor ar 4 Hydref, 2017, cymeradwyodd ein grŵp ein Swyddog Cyfathrebu, Mr Edward Pari-Jones, fel ein hen enwebai dyneiddiol ar gyfer CYSAG Gwynedd. Mae Mr Pari-Jones yn brofiad o addysgwr a rhiant plentyn mewn ysgol yn Sir Gwynedd sydd â sgiliau, cefndir a chymhelliant i gyfrannu'n llawn ac yn gadarnhaol i waith y CYSAG.

Rwyf wedi copïo Arweinydd Cyngor Gwynedd, ein ASau San Steffan ac Aelodau'r Cynulliad, Mrs Riddick yn rhinwedd ei swydd fel cydlynnydd cenedlaethol Dyniaethau Cymru, ac Andrew Copson, Cadeirydd Humanists UK, fel eu bod yn ymwybodol o'n cais ac yr wyf yn edrych ymlaen gyda rhagweld i'ch ymateb amserol.

Yr eiddoch yn gywir,

Richard D. Speight

Cadeirydd, Dyniadurwyr Dyneiddwyr Bangor



**Circular number 10/94**

## Religious Education and Collective Worship

### **Summary of contents**

All maintained schools must provide religious education and daily collective worship for all registered pupils and promote their spiritual, moral and cultural development.

Local agreed RE syllabuses for county schools and equivalent grant-maintained schools must in future reflect the fact that religious traditions in the country are in the main Christian whilst taking account of the teaching and practices of other principal religion. Syllabuses must be reviewed periodically.

Collective worship in county schools and equivalent grant-maintained schools must be wholly or mainly of a broadly Christian character, though not distinctive of any particular Christian denomination.

The parental right of withdrawal from RE and collective worship and the safeguards for teachers are unchanged.

Local bodies advise on RE and collective worship and recommend new RE syllabuses. They represent faith groups, teachers, the LEA and grant-maintained schools.

Information and inspection requirements apply to RE and collective worship.

All enquiries about the Circular should be addressed to:

Graham Carter  
Schools Curriculum Division 1  
Welsh Office Education Department  
Phase II  
Government Buildings  
Tŷ Glas Road  
Llanishen  
Cardiff CF4 5WE  
Tel: 0222 761456 Ext: 5351  
Fax: 0222 761249/761256

**Subject area:**

Religious education and collective worship in Wales.

**Date of issue:**

September 1994

**Related documents:**

Circular 26/89  
WO letter 19/11/91  
Circular 45/92  
Circular 66/93  
Circular 37/93  
Circular 44/93  
Circular 45/93  
Circular 62/93

**Superseded documents:**

Circular 6/89  
Any letters, advice or guidance issued between 3/89 and 6/94

**Audience:**

Local Education Authorities

SACREs

Head teachers and Governing Bodies of Maintained Schools

Teacher Training Institutions

Diocesan Bodies

Other bodies

This guidance does not constitute an authoritative legal interpretation of the provisions of the Education Acts or other enactment's and regulations; that is exclusively a matter for the courts.

CONTENTS	Paragraph
<b>Action points for head teachers</b>	
<b>Action points for governors</b>	
<b>Action points for LEAs</b>	
<b>Action points for SACREs</b>	
<b>Introduction</b>	<b>1-15</b>
Government Aims	2-10
Scope of circular	11-14
Commencement of Education Act 1993 provisions	15
<b>Religious Education</b>	<b>16-49</b>
Aims of RE	16
Responsibility to provide RE	17-19
Status of RE	20
Re requirements for different schools	21-23
The locally agreed syllabus	24-25
New requirements to review pre 1988 agreed syllabuses	26-28
Five yearly review of RE syllabus	29
Power of Secretary of State to intervene in review of RE syllabus	30
Content of RE	31-37
Exemplary material	38
Time for RE	39
GCSE and agreed syllabuses	40-42
RE post-16, examinations and the agreed syllabus	43
Right of withdrawal	44-45
Exercise of right of withdrawal	46-49
<b>Collective Worship</b>	<b>50-87</b>
Aims	50
Responsibility to provide daily collective worship	51-53
Organisation of collective worship	54-56
Meaning of collective worship	57-59
Character of collective worship (other than at LEA-maintained voluntary and equivalent GM schools)	60-67
Exemption from broadly Christian collective worship ('determinations')	68-69
Applying for a determination	70-74
Information on determinations	75

Character and organisation of alternative statutory collective worship	76-79
Power of Secretary of State to direct SACRE to revoke determination	80
Character of collective worship at LEA-maintained voluntary and equivalent GM schools	81
Right of withdrawal	82-83
Exercise of right of withdrawal	84-86
Alternative worship for pupils who have been withdrawn	87
<b>Local bodies: SACREs and agreed syllabus conferences</b>	<b>88</b>
Duty to establish SACRE and conference	88
Function of SACRE	89-96
SACRE annual report	97-99
Role of agreed syllabus conference	100-101
Composition of SACRE and conference	102
Representation on Committee or group A of groups other than religions or religious denominations	103
Reconstitution of SACRE and conference	104
Grant-maintained school representation and consultation	105-106
Decision-making	107-108
Appointments to committee and group	109-113
Chairman of SACRE and conference	114-115
Funding of SACRE and conference	116
Meeting in public	117-118
<b>Public accountability</b>	<b>119-138</b>
Aims	119
Provision of information – general	120
Information available to public at schools	121
Information in the school prospectus	122
Information to parents in reports	123-124
Inspection of schools	125-126
Inspection of denominational RE and collective worship	127-131
Local complaints procedure	132-137
Complaints to Secretary of State	138
<b>Teachers</b>	<b>139-147</b>
Aims	139
Duties	140-147

<b>Initial teacher training and the professional development of teachers</b>	<b>148-153</b>
Aims	148
Initial teacher training	149-150
Professional development of teachers	151
GEST programme	152
Grant-maintained schools: special purpose grant	153
<b>Annex A:</b> Types of grant-maintained school	
<b>Annex B:</b> Special schools	
<b>Annex C:</b> City technology colleges	
<b>Annex D:</b> Sixth form colleges in the FE sector	
<b>Annex E:</b> Section 26-29 of the Education Act 1944 as amended by the Education Reform Act 1988	
<b>Annex F:</b> Schedule 5 of the Education Act 1944 as amended by the 1988 and 1993 Acts	
<b>Annex G:</b> Collective worship requirements	
<b>Annex H:</b> SACREs: constitution and voting arrangements	

## **Action Points for Head Teachers of Maintained Schools (other than Maintained Special Schools)**

Secure provision of RE and daily collective worship for all pupils (paragraphs 8; 16-23; 50-67; 141-146).

**County and equivalent grant maintained<sup>1</sup> schools** – arrange collective worship in consultation with governing body (paragraphs 50-67).

**County schools** – If appropriate, apply to Standing Advisory Council on RE (SACRE) for determination on collective worship (paragraphs 68-75).

Give effect to parent's request to withdraw child from RE or collective worship (paragraphs 82-87).

Make RE syllabus available on request (paragraph 124).

Report to parents on child's progress in RE (paragraphs 124-125).

**Grant-maintained schools** – consider curriculum complaints on RE and collective worship (paragraphs 133-139).

### **Education Act 1993 – New requirements**

#### **Grant-maintained schools equivalent to voluntary aided schools**

Notify SACRE if using LEA syllabus at request of parents (paragraph 23).

**Grant-maintained schools equivalent to county schools** – If appropriate, apply to SACRE for determination on collective worship (paragraphs 70-75).

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<sup>1</sup> There is no convenient phrase to describe the types of grant-maintained school to which the various requirements for RE and collective worship apply. Grant-maintained schools therefore described in this circular in relation to their LEA-maintained equivalents, county and voluntary aided schools. This is set out fully in Annex A.

## **Action points for Governors of Maintained Schools (other than Maintained Special Schools)**

Carry out their functions to secure RE and daily collective worship for all pupils (paragraphs 8; 16-23; 50-67; 141-146).

**Voluntary aided, and equivalent grant-maintained schools** – Determine RE (paragraph 23).

**Voluntary and equivalent grant-maintained schools** – Arrange daily collective worship in consultation with head teacher (paragraph 81).

Include information on RE and collective worship in prospectus (paragraphs 122-123).

Respond to OHMCI inspection on RE in action plan (paragraphs 126-127).

Consider curriculum complaints on RE and collective worship (paragraphs 133-139).

## **Education Act 1993 – New requirements**

**Grant-maintained schools equivalent to county or voluntary controlled schools** – Decide whether to continue using local LEA syllabus (paragraphs 22-23).

**Grant-maintained schools equivalent to county or voluntary controlled schools** – at certain point, nominate representatives to SACRE and syllabus conference (paragraphs 105-106; 113).

**Grant-maintained schools equivalent to county or voluntary controlled schools** –before that point, appoint single representatives of SACRE and comment on any syllabus review (paragraphs 105-106).

**Voluntary and equivalent grant-maintained schools** – secure inspection of RE and collective worship (paragraphs 128-132).

## **Action Points for LEAs**

Carry out its functions to secure RE and daily collective worship for all pupils (paragraphs 8; 16-23; 50-55; 141-146).

Establish and fund Standing Advisory Council on Religious Education (SACRE) (paragraphs 88-96; 116).

Agree an agreed syllabus (paragraphs 24-43); and convene and fund occasional syllabus conference (paragraphs 88-96; 116).

Appoint members to SACRE and syllabus is agreed (paragraphs 102-106; 109-116).

Notify Secretary of State when new syllabus is agreed (paragraph 27).

Consider curriculum complaints on RE and collective worship (paragraphs 134-139).

## **Education Act 1993 – New requirements**

Constitute by 1 October 1994 a new SACRE so that group A reflects broadly the proportionate strength of local religious groups (paragraphs 110-111).

Reconvene by 1 October 1994 any agreed syllabus conference which is working and has not by that time made a recommendation so that committee A reflects broadly the proportionate strength of local religious groups (paragraphs 110-111).

Ensure that from 1 May 1994 SACREs and agreed syllabus conferences observe the requirements that meetings shall be open to the public (paragraphs 117-118).

Convene by 1 April 1995, where a new agreed syllabus has not been adopted since 29 September 1988, an agreed syllabus conference for that purpose; and only effect the syllabus recommended by the conference if it complies with s 8(3) of the 1988 Act (paragraphs 26-28).

Convene an agreed syllabus conference to review agreed syllabus every five years after adoption (paragraph 29).

At certain point, establish new SACRE and reconvene any syllabus conference with an extra committee or group representing grant-maintained schools (paragraphs 105-106).

Before that point, where in the area there are grant-maintained schools, equivalent to County or Controlled Schools, appoint their nominee to SACRE (paragraphs 105-106).

Before that point, where in the area there are grant-maintained schools, equivalent to County or Controlled Schools, ensure that syllabus conference consults them on review of syllabus (paragraph 106).

## **Action Points for SACREs**

Advise LEA on RE and collective worship (paragraphs 89; 92; 94).

In certain circumstances, ask LEA to review agreed syllabus (paragraph 89).

Make determinations on collective worship and review them after 5 years (paragraph 89).

Publish annual reports (paragraphs 97-99).

### **Education Act 1993 – New requirements**

Send copy of advice to grant-maintained schools (paragraph 93).

Send copy of annual report to Awdurdod Cwricwlwm Ac Asesu Cymru/ the Curriculum and Assessment Authority for Wales (ACAC) (paragraph 98).

## Introduction

1. This circular sets out the Government's policy on religious education and collective worship in schools, and gives guidance to those concerned with these matters at local level on the law and its implementation in schools. This guidance does not constitute an authoritative legal interpretation of the Education Acts; that is a matter for the courts.

### Government Aims

2. The Education Reform Act 1988 sets out as the central aim for the school curriculum that it should promote the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepare pupils for the opportunities, responsibilities and experiences of adult life. The Government is concerned that insufficient attention has been paid to the spiritual, moral and cultural aspects of pupils' development, and would encourage schools to address how the curriculum and other activities might best contribute to this crucial dimension of education.

3. The set of shared values which a school promotes through the curriculum, through expectations governing the behaviour of pupils and staff and through day to day contact between them will make an important contribution to pupils' spiritual, moral and cultural development and should be at the heart of every school's educational and pastoral policy and practice. Every attempt should be made to publicise the school's values to parents and the local community<sup>2</sup> and to win support for them. The great majority of schools pay considerable attention to this aspect of their role.

4. Schools will shortly be required to include in their prospectus a statement of their ethos or shared values. Such statements will not be new to many schools, and provide an opportunity for schools to set out their aims for this part of their work, and state how this will be achieved through the curriculum and other activities.

5. Religious education and collective worship make an important, although not exclusive, contribution to spiritual, moral and cultural development. These activities offer explicit opportunities for pupils to consider the response of religion to fundamental questions about the purpose of being, morality and ethical standards, and to develop their own response to such matters.

6. Every school must by law provide religious education and daily collective worship for all its pupils, with the exception of those pupils who are withdrawn from these activities by their parents. It is a matter of deep concern that in many schools these activities do not take place with frequency required or to the standard which pupils deserve. The Government's aim is therefore to improve the quality of the religious education curriculum for pupils in order to ensure that they have the best possible opportunity to develop through this area of the curriculum.

7. Detailed arrangements for the provision of religious education and collective worship are properly a matter of local responsibility. It is at local level that the syllabus for religious education is determined by an agreed syllabus conference, and at local level that arrangements are made for collective worship by a school's head teacher or governing body. Nevertheless, the Government seeks to encourage improved standards and secure comparable opportunities for all pupils in non-denominational schools.

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<sup>2</sup> White paper: "Choice and Diversity: a new framework for schools", Cm 2021, HMSO.

8. The legislation governing religious education and worship in such schools is designated:
- in RE to ensure that pupils gain both a thorough knowledge of Christianity reflecting the Christian heritage of this country, and knowledge of the other principal religions represented in Great Britain; and
  - in collective worship, to ensure that pupils take part daily in an appropriate act of collective worship, the majority of which acts each term must be wholly or mainly of a broadly Christian character.
9. School governors, head teachers and local education authorities (LEAs) are expected by the Government to apply this legislation in full and in such a way as may lead to significant improvements to the quality of religious education and collective worship.
10. The Government also attaches great importance to the role of religious education and collective worship in helping to promote among pupils a clear set of personal values and beliefs. They have a role in promoting respect for and understanding of those with different beliefs and religious practices from their own, based on rigorous study of the different faiths. Wales has a long tradition of religious freedom which should be preserved.

### Scope of circular

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|---|--|
| 11. The requirements set out in this circular apply to registered pupils <sup>3</sup> in maintained schools other than special maintained schools. They do not apply to the majority of colleges of further education, including tertiary colleges, or to nursery schools or to nursery classes in primary schools. | <i>Education Reform Act 1988</i><br><i>s.25(2)</i>                   |
| 12. The Education Act 1993 contains requirements for religious education and collective worship in special schools. Details of these arrangements are set out in Annex B.   | <i>Education Act 1993</i><br><i>s.188(6)</i>                         |
| 13. The Education Reform Act 1988 provides for Secretary of State to lay down requirements for religious education and collective worship in city technology colleges and city colleges for the technology of the arts. Details of these arrangements are set out in Annex C.                                       | <i>Education Reform Act 1988</i><br><i>s.105</i>                     |
| 14. The Further and Higher Education Act 1992 contains requirements for religious education and collective worship in sixth form colleges in  | <i>Further and Higher Education Act 1992</i><br><i>s.44 &amp; 45</i> |

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<sup>3</sup> "Pupil" refers to any person for whom education is being provided at a school; except any person aged nineteen or above for whom further education is being provided at a school; or any person over compulsory school age (5-16) who is receiving part-time education.

the further education sector. Details of these arrangements are set out in Annex D.

**Commencement of Education Act 1993 provisions**

15. With one exception, the provisions of the Education Act 1993 relating to religious education and collective worship came into force on 1 April 1994. The exception is section 259 on inspection of denominational religious education (paragraphs 128-132) which was commenced on 1 October 1993.

*Further and Higher  
Education Act 1992  
s.14*

## **Religious Education**

### **Aims of RE**

16. Religious education in schools should seek: to develop pupil's knowledge, understanding and awareness of Christianity, as the predominant religion in Great Britain, and the other principal religions represented in the country; to encourage respect for those holding different beliefs; and to help promote pupil's spiritual, moral, cultural and mental development.

### **Responsibility to provide RE**

17. RE, as part of the basic curriculum, should be provided for all registered pupils attending a maintained school. *Education Reform Act 1988 s.2(1)(a)*
18. It is the head teacher's duty to secure this provision. The governing body or, for LEA-maintained schools, the governing body and the LEA, must also exercise their functions with a view to securing this provision. *Education Reform Act 1988 s.10(1)(b)*
19. The head teacher and governing body must ensure that sufficient time and resources are given to RE in school to meet the statutory requirements.

### **Status of RE**

20. RE is required to be included, alongside the National Curriculum, in the basic curriculum which all maintained schools must provide for their registered pupils; this includes those in reception classes and sixth forms, and is not confined to pupils of compulsory school age. The special status of RE as a part of the basic but not the National Curriculum is important. It ensures that RE has equal standing in relation to National Curriculum subjects within a school's curriculum, but is not subject to statutorily prescribed national attainment targets, programmes of study and assessment arrangements, which would be compulsory for all pupils, without exception. *Education Reform Act 1988 S.2(1)*

## RE requirements for different schools

21. The provisions of the Education Reform Act 1988 regarding the RE which LEA-maintained county and voluntary schools are required to provide are unchanged by the 1993 Act. It must be in accordance with the relevant requirements of the Education Act 1944, as amended by the Education Reform Act 1988. The amended sections are reproduced in full at Annex E. *Education Act 1944 s.26-29*
22. The requirements in respect of certain grant-maintained schools are changed by the 1993 Act to reflect the greater autonomy of these schools. Grant-maintained schools equivalent to county schools or which are former voluntary controlled schools may follow the locally agreed syllabus of any LEA in Wales, so long as that syllabus meets the 1988 Act's requirements. In deciding which syllabus to use, a governing body should consider the issue of continuity and progression for pupils, as well as the quality of the syllabus. *Education Act 1993 s.142*
23. In summary:
- For **county schools**, RE must be in accordance with the locally agreed syllabus of the LEA in whose area they are situated. *Education Act 1944 s.26(1)*
  - For **voluntary controlled schools**, the RE offered is to be in accordance with the LEA's locally agreed syllabus; *Education Act 1944 s.27(6)(b) s.27(1)*
    - However, if parents so request, arrangements should be made for RE to be provided for their children in accordance with any trust deed or the practice followed before the school became a voluntary school.
  - For **voluntary aided schools**, the RE offered is to be determined by the governors in accordance with the trust deed or (where such provision is not made by a trust deed) in line with practice before the school became a voluntary school. *Education Act 1944 s.28(1)(a)*

- But provision in accordance with the LEA's locally agreed syllabus may be made where parents request it and their children cannot conveniently attend a school where that syllabus is in use, unless the LEA is satisfied that it would be unreasonable to make such provision. *s.28(1)(b)*
  
- For **grant-maintained schools that were formerly voluntary aided schools or are new established under section 49 of the 1993 Act with provision for RE**, the RE offered is to be determined by the governors in accordance with the trust deed or (where such provision is not made by a trust deed) in line with practice before the school came grant-maintained or for a new school with the approved statement. *Education Act 1993  
s.140(2)*
  - But provision in accordance with the locally agreed syllabus of the LEA in whose area the school is situated (and no other) may be given where parents request it and their children cannot conveniently attend a school where that syllabus is in use, unless the governing body is satisfied that it would be unreasonable to make such provision. The 1993 Act requires the head teacher of such a school that is using the locally agreed syllabus to inform the local SACRE, in writing, of this (see paragraph 44.4). *s.140(3)*
  
  - However, if parents so request, arrangements should be made for RE to be provided for their children in accordance with any trust deed or the practice followed before the school became grant-maintained. *s.140(5)*
  
- For **grant-maintained schools that were formerly voluntary controlled schools**, the RE offered is to be in accordance with the locally agreed syllabus of any LEA in Wales. *Education Act 1993  
s.139(2)(b) & 142  
s.139(2)(a) & (3)*
  - However, if parents so request, arrangements should be made for RE to be provided for their children in accordance with any trust deed or the practice followed before the school became grant-maintained.
  
- For **grant-maintained schools that were formerly county schools or are newly established under section 48 of the 1993 Act or under section 49 of the 1993 Act without provision for RE**, the RE offered is to be in accordance with the locally agreed syllabus of any LEA in Wales. *Education Act 1993  
s.138 & 142*

### The locally agreed syllabus

24. Procedures for preparing and bringing into operation a locally agreed syllabus for RE, or for reconsidering an existing locally agreed syllabus, are set out in Schedule 5 to the Education Act 1944, as amended by the Education Reform Act 1988 and the Education Act 1993. Schedule 5 in its amended form is reproduced at Annex F. The key features of the agreed syllabus procedure are unchanged, although the constitution of a conference is changed by the 1993 Act to reflect the growth in numbers and greater autonomy of grant-maintained schools. Details of the composition of a conference are given at paragraph 102.
- Education Act 1993  
Schedule 5*
- Education Act 1993  
s.15*
25. It is for the LEA to convene an agreed syllabus conference for the purpose of reviewing a syllabus. As well as the LEA, a SACRE can also play a part in the process of deciding when and how to review a locally agreed syllabus. If the two groups on a SACRE other than those representing the LEA or, where relevant, grant-maintained schools, ask the LEA in writing to reconsider its agreed syllabus, it must convene a conference for that purpose. Any decision on whether to require the LEA to review the agreed syllabus continues, therefore, as at present, to be confined to a joint decision of the Christian denominations and other religions' and teachers' groups of SACRE.
- Education Reform Act 1988  
s.11(1)  
s.11(7)*

### New requirement to review pre-1988 agreed syllabuses

26. The 1988 Act requires all syllabuses to “reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious represented in Great Britain.” It did not, however, require any LEA to review its old syllabus. The 1993 Education Act amends Schedule 5 of the 1944 Act to:
- require any LEA that has not adopted a new syllabus since September 1988 to convene an agreed syllabus conference for that purpose within twelve months of the commencement of
- Education Reform Act 1988  
S.8(3)*
- Education Act 1944  
Schedule 5 paragraph 12  
Education Act 1993  
s.256*

section 256 of the Act – ie by 1 April 1995.

27. An LEA may give effect to a new locally agreed syllabus recommended by all 3, or 4, committees of a Conference only if it appears to the authority to comply with the requirement of section 8 (3) of the 1988 Act. *Education Act 1944  
Schedule 5 paragraph 12  
Education Act 1988  
s.8(3)*
28. An LEA should notify the Secretary of State when a new syllabus is agreed.

**Five yearly review of the RE syllabus**

29. The 1993 Act also amends Schedule 5 of the 1944 Act to require that every LEA institute a review of its locally agreed syllabus within five years of the last review, and subsequently every five years after the completion of each further review. *Education Act 1944  
Schedule 5 paragraphs 12 & 13*

**Power of Secretary of State to intervene in review of RE syllabus**

30. Under Schedule 5 of the 1944 Act the Secretary of State may intervene where an LEA: *Education Act 1944  
Schedule 5 paragraphs 13(4), 10 & 11*
1. fails to give effect to a new agreed syllabus unanimously recommended by a Conference: or
  2. reports to him that a Conference has failed to reach unanimous agreement.

Where the Secretary of State had any reason to believe that an LEA was behaving unreasonably with regard to the review of an agreed syllabus by a conference, his powers under sections 68 and 99 of the 1944 Act would apply. *s.68 & 99*

**Content of RE**

31. The Education Reform Act 1988 requires that all new syllabuses, ie those adopted on or after 29 September, must “reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain”. *Education Reform Act 1988  
s.8(3)*
32. The law has always said that agreed syllabuses *Education Act 1944*

must be non-denominational. Accordingly, they must not require teaching by means of any catechism or formulary which is distinctive of any particular religious denomination. Teaching about a particular catechism or formulary, for example as part of a comparative study, is not prohibited. Syllabuses must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils. s.26(2)

33. A syllabus must be sufficiently detailed to ensure that it meets the requirements of section 8(3) of the 1988 Act given in paragraph 31. It is not sufficient for teaching which follows the syllabus to be capable of meeting the requirements of the Act – the syllabus must be written so as to ensure that teaching which follows the syllabus will be in accordance with the Act. A syllabus which does not on its own meet the legal requirements cannot be made to do so by the addition of a handbook which has not been agreed as part of that syllabus by the conference.

34. The effect of the provisions in the 1988 Act is that a syllabus must be based on Christianity and other principal religions represented in this country and on their religious traditions, practices and teaching. The syllabus should indicate the number of religions, in addition to Christianity, that should be referred to in each key stage, and should ensure that the programmes of study provide for progression and proper development of pupil's knowledge and understanding of those religions. This does not, however, mean that all religions have to be taught in equal depth or that all of them have to be taught at each key stage. *Education Reform Act 1988* s.8(3)

35. As a whole and at each key stage, the relative content devoted to Christianity in the syllabus should predominate. The syllabus as a whole must also include all of the principal religions represented in this country. In this context, the precise balance between Christianity and other religions should take account both of the national and the local position. In considering this, account should be taken of the local school population and the wishes of local parents, with a view to minimising the number who might

exercise the right of withdrawal from RE lessons.

36. In the Department's view the syllabus should not be confined to information about religions and religious traditions, practices and teaching, but extend in a religious context to wider areas of morality, including the way in which people's religious beliefs and practices affect their understanding of moral issues and the consequences their behaviour has upon the family and society.
37. Although, subject to statute, the content of RE is locally determined, and not subject to nationally prescribed attainment targets and programmes of study, an agreed syllabus Conference may recommend the inclusion of attainment targets, programmes of study and assessment arrangements in locally determined form in their proposals.<sup>4</sup>

### **Exemplary material**

38. Some materials are available to help Agreed Syllabus Conferences in their work:

- Curriculum Council for Wales (CCW) Bulletin No 5 "Religious Education 5-16 in Wales" July 1991 available from ACAC

In addition, the following are available from the School Curriculum and Assessment Authority, Newcome House, 45 Notting Hill Gate, London W11 3JB.

- Model National Agreed Syllabuses
- An outline checklist for an agreed syllabus prepared by the National Curriculum Council, as part of an analysis of agreed syllabuses

### **Time for RE**

39. When drawing up an agreed syllabus, a conference should assume that the head teacher and governing body will make a reasonable time

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<sup>4</sup> See the former CCW guidance "Curriculum Bulletin No. 5, Religious Education 5-16 in Wales", July 1991, available from the curriculum and Assessment Authority for Wales at Castle Buildings, Womanby Street, Cardiff.

available for the study of RE. Whilst taking into account the pressures on a school of other educational requirements, conferences should ensure the syllabus has sufficient rigour and depth. They may find it helpful to note the assumptions made in the CCW final report of the National Curriculum on the time to be allotted to RE. The report's recommendations assume that 36 hours per year should be allocated to RE at key stages 1-3; and approximately 5% of total curriculum time at key stage 4. The actual time allocated to RE is, of course, a matter for each school to decide.

### **GCSE and the Agreed Syllabuses**

40. When a conference draws up an agreed syllabus, it should take into account the needs of pupil's at key stage 4 who want to take a GCSE in Religious Studies. Since all pupil's are required to follow the agreed syllabus at this stage, it will be helpful if agreed syllabuses are designed to be compatible, as far as possible, with GCSE courses. Otherwise, schools will have to provide religious education for such pupils in addition to the GCSE course. *Education Reform Act 1988 s.5*
41. All GCSE (and other external) qualifications, and the syllabuses associated with them, are subject to approval. The arrangements for the approval of qualifications are set out in Circular 37/93.<sup>5</sup> The School Examinations and Assessment Council issued, in June 1993, revised criteria for the approval of GCSE courses in Religious Studies.<sup>5</sup>
42. It is open to conferences to devise and seek approval for their own syllabuses for GCSE, to encourage the development of such syllabuses or to invite GCSE examining groups to develop new syllabuses to meet specific requirements. Where a conference wishes to promote a new syllabus it should consult the School Curriculum and Assessment Authority (SCAA) or a GCSE Examining Group. Criteria and syllabuses for GCSE and other courses leading to

<sup>5</sup> Circular 37/93 – The Education Reform Act 1988: Statutory Approval of Qualifications under Section 5 (which replaces Circular 26/92). Available from SCD3, Welsh Office, Education Department, Phase II, Government Buildings, Tŷ Glas Road, Llanishen, Cardiff CF4 5WE.

qualifications for pupils of compulsory school age are subject to review and approval by SCAA and may change from time to time.

### **RE Post-16, Examinations and the Agreed Syllabus**

43. A locally agreed syllabus must cover all registered pupils in school sixth forms. Some of these pupils may wish to take examinations in Religious Studies and it will be helpful if agreed syllabuses are designed to be compatible, as far as possible, with A and AS level qualifications. *Education Reform Act 1988 s.2(1)(a)*

### **Right of Withdrawal**

44. Nothing in the Education Act 1993 affects parent's right, as established in the 1944 Act and re-enacted in the 1988 Act; to withdraw their children from RE if they wish. To summarise: *Education Reform Act 1988 s.9(3)*

1. if the parent asks that a pupil should be wholly or partly excused from attending any RE at the school, then the school must comply; *Education Reform 1988 s.9(3)*

2. a pupil may, if the parent requests this, be withdrawn from the school premises to receive RE elsewhere, so long as the LEA or in the case of a grant-maintained school, the governing body, is satisfied that this will not interfere with the child's attendance at school other than at the beginning or end of any school session; *Education Reform 1988 s.9(4)*

3. if the parent of a pupil attending an LEA-maintained county or equivalent grant-maintained school wishes him or her to receive RE according to the tenets of a particular religious denomination and this cannot conveniently be provided elsewhere, the LEA or governing body, in the case of a grant-maintained school, is required to allow such education within the school provided it does not consider that because of special circumstances it would be unreasonable to do so, and does not have to meet the cost; *Education Act 1944 s.26(3) & (4)*

4. where the parent of a child attending an

LEA-maintained aided or equivalent grant-maintained school wishes that child to receive RE according to the agreed syllabus and the child cannot conveniently attend a school where that syllabus is in use, the governors (or if, in the case of LEA-maintained schools, they are unwilling to do so, the LEA) must make suitable arrangements unless they (or the LEA) considers that special circumstances would make it unreasonable to do so (see paragraph 23).

*Education Act 1944*  
*s.28 (1B) & (1C)*

45. A school continues to be responsible for the supervision of any child withdrawn by its parent from RE, unless the child is lawfully receiving religious education elsewhere (paragraph 44.2).

*Education Reform Act 1988*  
*s.9(4).*

#### **Exercise of right of withdrawal**

46. The parental right to withdraw a child from receiving RE should be freely exercisable and a school must give effect to any such request. Parents are not obliged to state their reasons for seeking withdrawal.

47. The law does not prescribe how religious education should be taught or organised in schools. LEAs and schools should bear in mind, however, that the way in which RE is organised must reflect the duty to teach the agreed syllabus or what is provided according to a trust deed, and that parents must be enabled to exercise their rights to request that their child should be excused from RE. This should not cause problems if RE is taught as a separate subject; but particular care will be needed to ensure that parents are able to exercise this right where schools, including primary schools, teach RE in an integrated form along with National Curriculum subjects (from which there is no right of withdrawal).

*Education Reform Act 1988*  
*s.9(3)*

48. There will be occasions when spontaneous enquiries made by pupils on religious matters arise in other areas of the curriculum. Circumstances will vary, but responses to such enquiries are unlikely to constitute RE within the meaning of the legislation and a parent

would not be able to insist on a child being withdrawn every time issues relating to religion and spiritual values were raised.

49. Experiences suggests that, to avoid misunderstanding, a head teacher will find it helpful to establish with any parent wanting to exercise the right of withdrawal:
- the religious issues about which the parent would object to his or her child being taught;
  - the practical implications of withdrawal;
  - the circumstances in which the school can reasonably be expected to accommodate parental wishes (paragraph 48); and
  - whether the parent will require any advance notice of such RE, and, if so, how much.

## Collective Worship

### Aims

50. Collective worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to, watching and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitude.

### Responsibility to provide daily collective worship

51. All registered pupils (paragraph 11) attending a maintained school should take part in daily collective worship (see paragraph 82-87 for the parental right of withdrawal). The relevant legislation is reproduced at Annex G. *Education Reform Act 1988 s.6(1)*
52. It is the head teacher's duty to secure this. The governing body or, for LEA-maintained schools, the governing body and the LEA, must also exercise their functions with a view to securing this. *Education Reform Act 1988 s.10(1)(a)*
53. The responsibility for arranging collective worship rests:
- at a voluntary or equivalent grant-maintained school with the governing body after consultation with the head teacher.
  - at any other school with the head teacher after consultation with the governing body;

### Organisation of collective worship

54. Collective worship, subject to the right of withdrawal (paragraph 82-87 below), is intended to be appropriate for and to include all pupils attending a school.
55. The timing and organisation of daily collective worship can be flexible. It need not be held at the start of the school day. There may be a *Education Reform Act 1988 s.6(2)*

single act of worship for all pupils or separate acts for pupils in different age groups or in different school groups. For this purpose, a “school group” means any group, or combination of groups in which pupils are taught to take part in other school activities; it does not mean a group reflecting particular religious beliefs, for which different provision may be made (paragraphs 68-74).

*s.6(7)*

56. As a rule, all acts of collective worship should take place on the school premises. However, the governing bodies of grant-maintained and aided schools have discretion to organise collective worship elsewhere on special occasions. county and controlled schools which also wish to hold acts of collective worship off the school premises may do so, provided these are in addition to the daily statutory act of collective worship which must still be held on school premises.

*Education Reform Act 1988*

*s.6(4)*

*s.6(5) & (6)*

### **Meaning of collective worship**

57. “Worship” is not defined in the legislation and in the absence of any such definition it should be taken to have its natural and ordinary meaning. That is, it must in some sense reflect something special or separate from ordinary school activities and it should be concerned with reverence or veneration paid to a divine being or power. However, worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common. The legislation reflects this difference in referring to “collective worship” rather than “corporate worship”.

*Education Reform Act 1988*

*s.6(1)*

58. Collective worship and assembly are distinctive activities. Although they may take place as part of the same gathering, the difference between the two should be clear. Collective worship can, never the less, be related to the day to day life, aspirations and concerns of the school.

59. “Taking part” in collective worship implies more than simply passive attendance. The act of worship provided must be one to which the pupils are capable of responding, according to family background, age and aptitude, even

*Education Reform Act 1988*

*s.6(1)*

though on a particular occasion some of the pupils may not feel able actively to identify with the act of worship.

**Character of collective worship (other than at LEA-maintained voluntary and equivalent grant-maintained schools)**

60. In the light of the Christian traditions of Great Britain, section 7(1) of the Education Reform Act 1988 (and the corresponding section of the Education Act 1993) says that the collective worship organised by a County or equivalent grant-maintained school is to be “wholly or mainly of a broadly Christian character”.
- Education Reform Act 1988 s.7(1) & Education Act 1993 s.138(2) s.138(3)*
61. The Act then further defines collective worship of a “broadly Christian character” as being worship which reflects the broad traditions of Christian belief. Any such worship should not, however, be distinctive of any particular Christian denomination.
- Education Reform Act 1988 s.7(2) & Education Act 1993 s.138(3)*
62. It is open to a school to have acts of worship that are wholly of a broadly Christian character, acts of worship that are broadly in the tradition of another religion, and acts of worship which contain elements drawn from a number of different faiths. Section 7(3) of the Act qualifies section 7(1) by providing that within each school term the majority of acts of worship must be wholly or mainly of a broadly Christian character, but it is not necessary for every act of worship to be so (see paragraph 123). Thus, whatever the decision on individual acts of worship, the majority of acts of worship over a term must be wholly or mainly of a broadly Christian character.
- Education Reform Act 1988 s.7(3) & (1) & Education Act 1993 s.138 (4)*
63. Provided that, taken as a whole, an act of worship which is broadly Christian reflects the traditions of Christian belief, it need not contain only Christian material. Section 7(1) is regarded as permitting some non-Christian elements in the collective worship without thus depriving it of its broadly Christian character. Nor would the inclusion of elements common to Christianity and one or more other religions deprive it of that character. It must, however, contain some elements which relate specifically
- Education Reform Act 1988 s.7(1) & Education Act 1993 s.138(2)*

to the traditions of Christian belief and which accord a special status to Jesus Christ.

64. The extent to which and the ways in which the broad traditions of Christian belief are to be reflected in such acts of collective worship should be appropriate to the family backgrounds of the pupils and their ages and aptitudes. It is for the head teacher to determine this after consultation with the governing body.

65. Pupils who do not come from Christian families should be able to join in the daily act of collective worship even though this would, in the main, reflect the broad traditions of Christian belief. The law intends that, subject to the exceptions provided by section 9 of the 1988 Act (paragraph 82 below), all pupils would take part in such collective worship.

66. In all these matters any departure from the broadly Christian requirement must be justified in terms of the family backgrounds, ages and aptitudes of the pupils concerned. These considerations should inform:

*Education Reform Act 1988 s.7(5) & Education Act 1993 s.138(6)*

1 the extent to which (if at all) any acts of collective worship in the school are not broadly Christian character;

*Education Reform Act 1988 s.7(4)(a) & Education Act 1993 s.138(5)(b)*

2 the extent to which the broad traditions of Christian belief are reflected in those acts of worship of a broadly Christian character; and

*Education Reform Act 1988 s.7(4)(a) & Education Act 1993 s.138(5)(b)*

3 the ways in which those traditions are reflected.

*Education Reform Act 1988 s.7(4)(a) & Education Act 1993 s.138(5)(b)*

67. It is suggested that the head teacher unsure that the school's plans for daily collective worship, or some other record, are kept in case of queries.

**Exemption from Christian collective worship (“determinations”)**

68. The requirements described above (paragraph 60-67), that collective worship should be wholly or mainly of a broadly Christian character, should be appropriate for most pupils across the country. The “determination” procedure, however, allows these requirements to be lifted

*Education Reform Act 1988 s.7(1) s.7(6) & 12*

in respect of some or all of the pupils in a school were they are inappropriate. In determining this, the Standing Advisory Council on Religious Education (SACRE) is to have regard to any circumstances relating to the faith backgrounds of the pupils which are relevant for deciding what character of collective worship is appropriate.

69. The 1993 Act allows any grant-maintained school equivalent to a county school (i.e. to which section 7(1) of the 1988 Act applies) to apply for a determination in similar circumstances to a county school. *Education Act 1993 s.148*

### **Applying for a determination**

70. If the head teacher of a school considers that the requirements for collective worship in paragraph 59 could conflict with what is required by paragraph 60, he or she can apply to the local SACRE to lift or modify the requirements in paragraph 60. Before doing so the head teacher must consult the school's governing body who in turn may wish to seek the views of parents. *Education Reform Act 1988 s.12(1) s.12(1) s.12(9)*
71. The head teacher's application may relate either to a clearly described and defined group or to the whole school. Before considering to applying for a determination in relation to the whole school, however, care should be taken to safeguard the interests of any parents of children for whom broadly Christian collective worship would be appropriate. One factor which may inform a head teacher's decision to make an application to the SACRE is the extent of withdrawals from broadly Christian collective worship.
72. In considering whether to grant a head teacher's request, the SACRE must ensure that the proposed determination is justified by any relevant circumstances relating to the family background of the pupils concerned. When it has made a determination on the request – which can only take the form of acceptance or rejection without modification – it must communicate this in writing to the head teacher and state the date from which it should take effect. *Education Reform Act 1988 s.12(2) s.12(3) & )4)*

73. Any determination made under these arrangements ends after 5 years, unless renewed by the SACRE. There must be a review by the SACRE no later than 5 years after any determination was introduced; and subsequently within 5 years of each review. The head teacher may request an earlier review at any time, after consulting the governing body. The head teacher must be given an opportunity to make representations in any review and, in turn, is required to consult the governing body who may wish to seek the views of parents. *Education Reform Act 1988 s.12(5)(b)*
74. It is for each SACRE to decide how applications should be made, and to make available any necessary guidance to schools. *s.12(5)(a)*  
*12(6)*  
*Education Reform Act 1988 s.12(10)*

### **Information on determinations**

75. It is desirable for a head teacher to keep sufficient records to enable him or her to reply to any parental enquiry about the reasons for applying, or not applying, for a determination for a group of pupils. SACREs are requested to inform the Secretary of State annually of determinations made by them in respect of Christian collective worship.

### **Character and organisation of alternative statutory collective worship**

76. It is for the head teacher to decide what form the alternative worship will take, although SACRE should be informed of the proposed arrangements. The head teacher will wish to take appropriate steps to notify the governing body and parents of the new arrangements.
77. Where such a determination is made in respect of all or some of the pupils in school, daily collective worship must still be provided for them. Where a determination has been granted in respect of a class or description of pupils of a particular faith or religion, the alternative collective worship may be provided for those pupils as a whole. It may not be distinctive of any particular denomination of any faith or religion, but may be distinctive of a particular faith or religion. Parents continue to have a right to withdraw their children for the collective *Education Reform Act 1988 s.7(6)(b)*

worship.

9(3)

78. Where a single determination has been granted for the whole school, it is not permissible for pupils to be divided into faith groups for worship. However, where a determination covers only part of the school, or where more than determination has been granted in respect of different groups of pupils at the school, a single act of worship may be provided for each group of pupils covered by a single determination. Where such a group has been defined in respect of the pupils' faith background, it follows that single faith worship may be provided for the pupils involved. Each group in respect of which a determination has been made may, of course, be further subdivided by school or age group, if that is felt to be appropriate (paragraph 60 above).
79. This should not be taken to imply that worship should or should not be provided by faith groups. The arrangements set out above are, however, permitted by the 1988 Act if this is deemed appropriate.

**Power of Secretary of State to direct SACRE to revoke a determination or discharge duty**

80. The Education Act 1993 amends the 1988 Act so that where the Secretary of State is satisfied, either on complaint by any person or otherwise, that any SACRE:
- 1 has acted, or is proposing to act, unreasonably in determining whether it is appropriate for the requirement for Christian collective worship to apply in the case of a school or group of pupils; or
  - 2 has failed to discharge its duty in this respect;

the Secretary of State has the power to direct the SACRE to revoke the determination, withdraw the proposed determination or, as the case may be, to discharge its duty.

**Character of collective worship at LEA-maintained voluntary and equivalent grant-maintained schools**

81. The character and content of collective worship in any LEA-maintained voluntary or equivalent grant-maintained school will continue to be determined by the governing body. *Education Reform Act 1988 s.6(3)(b)*

**Right of withdrawal**

82. Nothing in the Education Act 1993 affects parents’ rights, as established in the 1944 Act and re-enacted in the 1988 Act, to withdraw their children from collective worship if they wish. To summarise: *Education Reform Act 1988 s.9(3)*

- 1 it cannot be a condition of attendance at any maintained school that all pupil attend, or abstains from attending, any Sunday school or place of worship; *Education Reform Act 1988 s.9(1)*

- 2 if the parent asks that a pupil should be wholly or partly excused from attending any religious worship n school, then the school must comply. This includes alternative worship provided by a school as a result of a determination by a SACRE; *Education Reform Act 1988 s.9(3)*

- 3 where the parent of any pupil who is a boarder at a maintained school requests that the pupils be permitted to attend worship in accordance with the tenants of a particular religious denomination on Sundays or other holy days, or to receive religious education in accordance with such tenants outside school hours, the school’s governing body shall make arrangements to allow the pupil reasonable opportunities to do so. These arrangements may be provided for on school premises, but are not to entail expenditure by the LEA or, in the case of a grant-maintained school, its governing body; *Education Reform Act 1988 s.9(7) s.9(8)*

83. A school continues to be responsible for the supervision of any child withdrawn by its parent from collective worship.

**Exercise of the right of withdrawal**

84. The parental right to withdraw a child from attending collective worship should be freely

exercisable and a school must give effect to any such request. Parents are not obliged to state their reasons for seeking withdrawal.

85. The right of withdrawal from collective worship would normally be exercised through the physical withdrawal of the pupil from the place where the act of worship is taking place. Indeed the school could insist that this is the way the right is to be implemented. If however both the school and the parent agree that the pupil should be allowed to remain physically present during the collective worship but not take part in it, nothing in the law prevents this.
86. Experience suggests that, to avoid misunderstanding, a head teacher will find it helpful to establish with any parent wanting to exercise the right of withdrawal:
- the elements of worship in which the parent would object to the child taking part;
  - the practical implications of withdrawal; and
  - whether the parent will require any advanced notice of such RE and worship, and, if so, how much.

**Alternative worship for pupils who have been withdrawn**

87. Nothing in the legislation prevents any maintained school from allowing, at parents' request where they have withdrawn pupils from statutory provision, religious education to be provided or religious worship to take place according to a particular faith or denomination. Governing bodies and head teachers should seek to respond positively to such requests from parents:

- 1 unless the effect would be that denominational worship replaced the statutory non-denominational collective worship;

- 2 provided that such arrangements can be made at no additional cost to the school; and
- 3 provided that the alternative provision would be consistent with the overall purposes of the school curriculum set out in section 1 of the 1988 Act.

## **Local Bodies: Standing Advisory Councils on Religious Education (SACREs) and Agreed Syllabus Conferences**

88. There are statutory duties on every LEA to establish:

- 1 a permanent body, called a Standing Advisory Council for Religious Education (SACRE), to advise the LEA on matters concerned with the provision of RE and collective worship; and *Education Reform Act 1988 s.11*
- 2 an occasional body which must be convened to produce and recommend an agreed syllabus for RE, called an agreed syllabus conference. *Education Act 1944 Schedule 5*

### **Function of SACRE**

89. A SACRE's main function is:

'to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit'. *Education Reform Act 1988 s.11(1)(a)*

Also it:

- can require the LEA to review its current agreed syllabus (paragraph 25); and *s.11(7)*
- must consider applications made by a head teacher, that the requirement for collective worship in county schools to be wholly or mainly of Broadly Christian character shall not apply to the collective worship provided for some or all of the pupils in a particular school (paragraphs 70-74).

90. The broad role of a SACRE is to support the effective provision of RE and collective worship in schools. Each LEA should work with its SACRE whether any changes need to be made in the agreed syllabus or in the support offered

to schools. Similarly, it should work with its SACRE to monitor the provision of daily collective worship and to consider with in any action which might be taken to improve such provision.

91. It is for an LEA to decide what matters it wishes to refer to its SACRE; but the 1988 Act says that these should include, in particular, methods of teaching, the choice of teaching material and the provision of teacher training. *Education Reform Act 1988 s.11(2)*

92. A SACRE is not confined to advising on matters referred to it by its LEA; it may offer advice on any matters related to its functions as it sees fit. It may offer advice to local grant-maintained schools or address such matters as they may refer to it. The advice offered by a SACRE carries no statutory force. However, the LEA or school should always give careful consideration to advice offered. *Education Reform Act 1988 s.11(1)(a)*

93. The Education Act 1993 amends the 1988 Act to require a SACRE to send a copy of any advice on RE to any grant-maintained school within its area which is required to use an agreed syllabus, including: *Education Reform Act 1988 s.11(12)*

- any grant-maintained school equivalent to a voluntary aided school where the agreed syllabus is being taught at the request of parents; and
- any grant-maintained school which has chosen to use an alternative agreed syllabus.

A SACRE is also required to send a copy of any advice on religious worship to any grant-maintained school in the area equivalent to a county school. It must not charge a grant-maintained school for such advice. *s.11(11)*

94. LEAs are encouraged to keep their SACRE fully informed on all matters relating to RE and collective worship in their schools. This should include, where appropriate, information on individual schools following inspection by the Office of Her Majesty's Chief Inspector of Schools in Wales (OHMCI) (paragraph 126).

95. The local SACRE will not automatically receive a copy of an inspection report, although the LEA will receive a copy of the report for any LEA-maintained school. It will be for the SACRE to obtain a copy of any report it wishes to examine from its LEA. A copy of the inspection report of any grant-maintained school may be obtained from the school at cost. In order to assist any SACRE which wishes to monitor inspection reports, OHMCI will ask all LEAs to pass on inspection lists to their SACRE. OHMCI will expand its current provision of inspection lists to include grant-maintained schools in the SACRE's area. Current plans are for the lists to be sent to LEAs one year before the term of inspection.

96. Some LEAs have given their SACRE a role in the local statutory complaints procedures (paragraphs 133-138). *Education Reform Act 1988 s.23*

**SACRE annual reports**

97. Each SACRE must publish an annual report on its work. This should: *Education Reform Act 1988 s.11(9)*

- 1 specify any matters on which it has advised the LEA; *s.11(10)(a)*
- 2 broadly describe the nature of that advice; and *s.11(10)(b)*
- 3 set out its reasons for offering advice on any matters which were not referred to it in the first place by the LEA. *s.11(10)(c)*

98. The 1993 Act amends the 1988 Act to require a SACRE to send a copy of its annual report to ACAC. It would be helpful for reports to cover the academic year, and to be sent to the ACAC by 30 December each year. LEAs are encouraged to send copies of an annual report to schools, including grant-maintained schools, and to local teacher training institutions, particularly when a report makes reference to ITT or INSET, as well as making a copy available for public inspection. *Education Reform Act 1988 S.11(13)(a)*

99. Details of more general information requirements are given at paragraph 143

forward.

### **Role of agreed syllabus conference**

100. For the purpose of preparing an agreed syllabus for religious education, an LEA must convene an agreed syllabus conference. A conference is a separate legal entity from a SACRE and, although common membership is permissible, it must be separately convened.

*Education Act 1944  
schedule 5 paragraph 1*

101. The role of a conference is to produce and recommend an agreed syllabus for RE which meets fully the requirements of the 1988 Act and is educationally sound (paragraphs 31-37). The task of producing a syllabus cannot be delegated except to a sub-committee which must include at least one member of each of the committees constituting the conference. This does not prevent a conference receiving advice or comment from outside groups or individuals. Only an agreed syllabus conference may recommend an agreed syllabus and its recommendation must be unanimously agreed by the committees constituting the conference.

*Education Act 1944  
schedule 5 paragraph 7  
  
schedule 5 paragraph 5*

### **Composition of SACRE and conference**

102. The 1993 Act, by amending the 1944 Act and the 1988 Act, alters the composition of both a SACRE and an agreed syllabus conference to include, in certain circumstances, a forth group or committee. A SACRE and a conference are each to comprise three or four groups or committees representing, respectively;

*Education Reform Act 1944  
Schedule 5 paragraph 2 &  
Education Act 1993 s.15 &  
16 & Education Reform Act  
1988 s.11(4)*

a Christian denominations and other religions and religious denominations,<sup>6</sup> the number of whose representatives shall, “so far as consistent with the efficient discharge of the committee’s functions, reflect broadly the proportionate strength of that denomination or religion in the area”.

b such associations representing teachers as, in the opinion of the authority, ought to be represented, having regard to the circumstances of the area;

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<sup>6</sup> The 1993 Act amends references to “denominations” throughout the Education Acts to “religions” and “religious denominations” in order to clarify the term in line with references in the Further & Higher Education Act 1992.

- c the local education authority
- d under certain circumstances (paragraph 104), the governing bodies of those grant-maintained schools equivalent to county or voluntary controlled schools.

On a SACRE, until group D is formed, any such grant-maintained schools should appoint a person to represent them (paragraph 105-106). A SACRE may also include co-opted members, who are not members of any of the four groups. There is no provision for an agreed syllabus conference to include co-opted members.

*Education Reform Act 1988*  
*s.11(3)(b)*  
*s.11(3)*

**Representation on committee or group A of groups other than religions or religious denominations**

103. The inclusion of representatives of belief systems such as humanism, which do not amount to a religion or religious denomination, on committee A of an agreed syllabus conference or group A of a SACRE would be contrary to the legal provisions referred to at paragraph 102.

*Education Act 1944*  
*schedule 5 paragraph 2(a) &*  
*Education Reform Act 1988*  
*s.11(4)(a)*

**Reconstitution of SACRE and conference**

104. Within six months of the date when responsibility for securing school places in either the primary or secondary phase in an area transfers to a funding authority, the local authority must reconstitute its SACRE and any agreed syllabus conference in existence at the time of the transfer. The reconstituted SACRE and conference will each include a fourth committee or group (paragraph 102) to represent relevant grant-maintained schools. This transfer will normally occur when at least 75% of the school places in an area in either the primary or the secondary sector are in grant-maintained schools, unless the Secretary of State has approved a request from an LEA that such a transfer should take place earlier.

*Education Act 1993*  
*s.12(1)(b)*  
*s.16 & 15*

### **Grant-maintained school representation and consultation**

105. Prior to the reconstitution of a SACRE under the arrangements at paragraph 104, grant-maintained schools will be represented on a SACRE by a person appointed by them. Once a grant-maintained group has been set up, however, this no longer applies. *Education Reform Act 1988 s.11(3)(b)*
106. There is no provision for an agreed syllabus conference to include co-opted members or, prior to the reconstitution described at paragraph 104 above, to include a person representing grant-maintained schools. However, the 1993 Act requires that, prior to recommending the adoption of an agreed syllabus, a conference should consult with any grant-maintained schools in its area that are using the LEAs agreed syllabus. *Education Act 1993 s.146*

### **Decision making**

107. On any question to be decided by a SACRE only the representative groups listed in paragraph 102 each have a single vote. The grant-maintained school representative (prior to the establishment of a grant-maintained schools group) and co-opted members do not have a vote. Decision within a group about how that vote is to be cast do not require unanimity. Each group is to regulate its own proceedings, including provision for resolving deadlock. *Education Reform Act 1988 s.11(6)*
108. This applies equally to agreed syllabus conferences or to any sub-committee it may appoint; although all committees of a conference must unanimously agree to recommend an agreed syllabus to the LEA (paragraph 27). *Education Act 1944 schedule 5 paragraph 8 schedule 5 paragraph 9*

### **Appointments to committee and group**

109. It is the LEA who appoints the member of the four committees or groups described in paragraph 102. *Education Act 1944 schedule 5 paragraph 2& Education Reform Act 1988 s.11(4)*
110. The 1993 Act amends the 1944 and the 1988 Acts to require the LEA to ensure that the

composition of committee A of an agreed syllabus conference and group A of a SACRE (Christian denominations and other religions and denominations of such religions) should be representative of the local community. The numbers of representatives of each denomination and religion are required to reflect broadly the proportionate strength of that denomination or religion in the local area, so far as this is consistent with the efficient discharge of the functions of the committee or group. The statutory provisions therefore recognise that there will be occasions when the interests of efficiency override the requirement for directly proportionate representation.

*Education Act 1944  
schedule 5 paragraph 2 &  
Education Reform Act 1988  
s.11(5)*

111. Each LEA reconstitute in this way, by 1 October 1994, any agreed syllabus conference that is convened and has yet to make a recommendation, and its SACRE. In determining the composition of committee or group A, an LEA may wish to take into account any records of the religious affiliation of members of the local community. Some national religious organisations may be able to assist by reference to their own records.
- Education Act 1993  
s.254 &255*
112. In appointing the other committees or groups, the LEA must take all reasonable steps to assure itself that the person so appointed are representative of teacher associations or schools in question. The distinct legal identity of the SACRE and the conference means that appointments for the separate bodies will need to be canvassed separately. The LEA should consult locally before appointments are made; and there would be advantage in ensuring that members representing associations of teachers include teachers religious education.
- Education Act 1944  
schedule 5 paragraph 3 &  
Education Reform Act 1988  
s.13(1)*
113. The group or committee representing relevant grant-maintained schools should be appointed by the LEA, where possible, from those jointly nominated by the governing bodies of the relevant schools themselves, including any which has chosen not to use the local syllabus. The LEA has the power to remove from the SACRE or conference any representative of relevant grant-maintained schools who, in the LEA's opinion ceases to be accepted to a
- Education Act 1993  
s.16(5) & 15(5)  
16(6) & 15(6)*

majority of the governing bodies of the relevant schools. Any replacement should be appointed in the same way as the original appointee.

### **Chairman of SACRE and conference**

114. Legislation does not prescribe how the chairman of a SACRE or conference should be appointed. This is a matter for the LEA. It is open to an authority to appoint the chairman, or to allow a SACRE or conference to appoint its own chairman from amongst its members. In the absence of express provision to the contrary, however, the duty of the LEA to convene a conference or to constitute a SACRE should be taken as encompassing the right to appoint a chairman.

*Education Act 1993  
Schedule 5 paragraph 1 &  
Education Reform Act 1988  
s.11(1)*

115. If a conference or SACRE is to function effectively it is important that as far as possible the appointed chairman has the confidence of all members. If the LEA chooses to appoint a chairman, it is exercising a public function and should be prepared to listen to any representations as to who should be appointed or as to why its nominee should be appointed.

### **Funding of SACRE and conference**

116. The LEA's duty to convene a conference or to constitute a SACRE implies a duty to fund each of these bodies satisfactorily. That means each LEA should provide a clerk for each body and sufficient funds for it to perform its functions. The LEA should satisfy itself that such arrangements are adequate for the performance of each body's functions. No charges shall be made of grant-maintained schools for the services of a SACRE or conference. It is for an LEA to determine what advice and support to provide for its SACRE and conference.

*Education Act 1944  
Schedule 5 paragraph 1 &  
Education Reform Act 1988  
s.11(1)*

### **Meeting the public**

117. The 1993 Act provides for the Secretary of State to make regulations to require both a SACRE and an agreed syllabus conference to meet in public. Following consultation, the Secretary of State has made regulations which require both bodies to meet in public except in certain

*Education Act 1993 s.528  
  
SI 1994/1304 reg 3*

circumstances where it seems to him to be more appropriate for the matters under discussion to be considered in private; to give notice of meetings; and to make relevant documents, such as agendas and reports, available to the public.

118. Schedule 5 of the 1944 Act (as amended) which details the procedure for bringing into operation an agreed syllabus for RE is at Annex F. The legal requirements for the constitution of a SACRE are given in full at Annex H.

## Public Accountability

### Aims

119. The Citizen’s Charter emphasises principles of accountability, availability of information and responsiveness to local needs. These principles are set out in “Education: A Charter for Parents in Wales” and they apply equally to the provision of RE and collective worship, which should meet the needs of local communities effectively.

### Provision of information – general

120. LEAs, governing bodies and head teachers are required by regulations made under the 1988 Act to provide certain information to the Secretary of State, parents and other specified persons. Some of the general information which will be required – for example on the organisation of the curriculum – will automatically cover RE and collective worship. Full details of this general information are contained in circular 33/91.<sup>7</sup>
- Education Reform Act 1988*  
*s.22*

### Information available to the public at schools

121. The head teacher is required under the Education (School Curriculum and Related Information) (Wales) Regulations 1991 to make readily available to parents and others:
- SI 1658 / 1991 reg 11*
- in the case of any school required to use one, the appropriate LEA agreed syllabus for RE; or
  - in the case of an LEA-maintained voluntary or equivalent grant-maintained school, a copy of that part of the trust deed which governs the provision of RE and any other written statement which may have been prepared about arrangements for RE, including any syllabus in use in the school.

### Information in the school prospectus

122. All maintained schools will be required under the Education (School Information) (Wales) Regulations 1994 to include in their annual prospectus:
- a statement on the ethos and values of the school;
  - particulars of the religious education provided at the school;

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<sup>7</sup> Circular 33.91 “Information to Parents”.

- arrangements for parents to withdraw their children from religious worship, either in whole or in part, and any alternative provision for pupils who are withdrawn;
- particulars of any determination that has been granted lifting the requirement for broadly Christian worship at a county school or former county grant-maintained school, either for specified groups of pupils or for the whole school;
- where relevant, the school's affiliations with a particular religion, or religious denomination.

### **Information to parents in reports**

123. A head teacher is required under the Education (Individual Pupils' Achievements) (Information) (Wales) Regulations 1994 to send parents an annual written report on their child's progress. Unless a pupil has been withdrawn from RE, reports must contain details of the pupil's progress in RE. *SI 1994 / 959*
124. Guidance on the requirements of the reporting regulations is given in the Welsh Office Circular 66/93.

### **Inspection of schools**

125. The Education (Schools) Act 1992 introduced a new system of independent five yearly school inspections starting, for secondary schools, in September 1993 and, for others, a year later. Inspections will, among other things, cover:
- the quality of education and standards achieved;
  - the ethos of the school;
  - the spiritual, moral, cultural and social development of its pupils; and
  - whether a school is meeting the law in providing RE and a daily act of collective worship.

An inspection report is published and the governing body, in most cases, must draw up an action plan setting out how it intends to follow up the inspection, including how it intends to address any difficulties in providing RE or daily collective worship. Full details of the new arrangements are given in Circular 44/93.<sup>8</sup>

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<sup>8</sup> Circular 44/93 "Inspection Schools: a guide to the inspection provisions of the Education (Schools) Act 1992".

126. Her Majesty's Chief Inspector, who heads a separate government department, the Office of Her Majesty's Chief Inspector of Schools in Wales (OHMCI), is responsible for arranging inspections (conducted by an inspector he has appointed) and maintaining standards. OHMCI's Framework of Inspection has been sent to all schools in Wales covered by the 1992 Schools Act.

*Education (Schools) Act  
1992 s.9*

### **Inspection of denominational RE and collective worship**

127. Denominational religious education and/or collective worship (given in certain voluntary and equivalent grant-maintained schools) has for many years been subject to different inspection arrangements under the control of governors, and the 1992 Schools Act preserved that position.

128. Denominational RE (newly defined in the 1992 Schools Act as amended by the 1993 Act) and collective worship must also be inspected at five yearly intervals, but the governors (the foundation governors in a controlled school) rather than OHMCI are responsible for arranging the inspection by an inspector of their choice. The Inspector need not be a Registered Inspector, but may be if governors wish.

*Education (Schools) Act  
1992 s.12(3A)*

*Education (Schools) Act  
1992 s.13(3) & (4)*

129. This 'section 13' inspection must cover:

- denominational RE in:
  - a voluntary aided or equivalent grant-maintained school (that is a school which is not legally obliged to teach RE in accordance with an agreed syllabus, even if it chooses to do so (paragraph 23));
  - a voluntary controlled or equivalent grant-maintained school where, at the request of a parent, RE is being provided in accordance with its trust deed or former practice (paragraph 23); and
- collective worship in a voluntary or equivalent grant-maintained school.

130. The Registered Inspector has the duty (paragraph 126) to report on the spiritual, moral, social and cultural development of pupils in all schools, but in those schools providing denominational RE and/or collective worship, that duty is limited to noting that the school meets the requirements of the law to provide RE and a daily act of collective worship. The Registered Inspector is not concerned with the content of such provision. The 'section 13' inspector may, however, also report on pupils' spiritual, moral, social and cultural

development, if governors wish.

*Education (Schools) Act  
1992 s.13(7)*

131. The ‘section 13’ inspection report is also published and a summary sent to parents. The governing body must publish an additional action plan.

### **Local complaints procedure**

132. Concerns expressed by parents and others about the school curriculum and related matters, including RE and collective worship, will normally be considered and, so far as is possible, dealt with in informal discussion with teachers and head teachers in the first instance. There will, however, be cases where such concerns cannot be resolved informally, and will fall to be considered as formal complaints.

133. Under the 1988 Act each LEA and grant-maintained school has a local complaints procedure for consideration of any formal complaint. The purpose of the procedure is to offer parents and others a readily accessible and clearly understood local route through which to pursue any complaint about the school curriculum, including RE and collective worship, and related matters, such as the establishment of a SACRE or review of an agreed syllabus. Full details for LEAs are set out in Circular 26/89.<sup>9</sup>

*Education Reform Act 1988  
s.23 & 58*

134. Each LEA must have a contact officer to advise on the arrangements which apply to LEA-maintained schools. LEAs should publicise their arrangements widely and some LEAs have produced leaflets explaining how to make a complaint. In addition, a full copy of the local complaints procedure should be available in each school, including grant-maintained school, and the school prospectus must include a reference to it.
135. The stages of the procedure are generally as follows:

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<sup>9</sup> Circular 26/89 “Education Reform Act 1988: Local arrangements for the consideration of complaints”.

<b>Complaint about LEA-maintained school's duties</b>	<b>Complaint about grant-maintained School's duties</b>	<b>Compliant about LEA's duties</b>
LEA contact officer	Consideration by head teacher	LEA contact officer
Consideration by governing body	Consideration by governing body	-
Consideration by LEA	-	Consideration by LEA

136. The complaints procedure of an LEA should fully acknowledge the rights of the governing bodies of voluntary aided schools in respect of their responsibility for RE and religious worship.

137. Concern has been expressed that the current arrangements for handling complaints may inhibit parents and others in resolving satisfactorily their concerns about this aspect of school provision. LEAs and grant-maintained schools should ensure that:

- local arrangements are straightforward and not daunting to those who wish to make a complaint; and
- decisions are reached as quickly as is consistent with the proper consideration of the complaint.

A complaint may make a complaint through a third party and be accompanied by that party when representations are made at each stage.

**Complaints to the Secretary of State**

138. A complaint who remains dissatisfied after the complaint has been fully considered under the arrangements described above will still be able to make a complaint to the Secretary of State under section 68 or 99 of the Education Act 1944. However, the Secretary of State will not be able to entertain any such complaint unless it has first been through all the stages of approved local arrangements.

*Education Act 1944 s.68 & 99*

*Education Reform Act 1988 s.23(2)*

## Teachers

### Aims

139. Teachers play a crucial part in the moral and spiritual development of pupils and make a vital contribution to the ethos of the school. Some teachers, in addition to RE specialists, will also contribute to these aims by teaching RE and leading worship, but teachers cannot be required to teach RE or lead or attend worship except where legislation provides otherwise in relation to some teachers in voluntary and equivalent grant-maintained schools.

### Duties

140. The Education Act 1944, with certain specific exceptions in the case of teachers in voluntary aided schools and reserved teachers in voluntary controlled schools, provides that teachers should not be disqualified from employment or discriminated against in terms of pay or promotion on the grounds of their religious opinions or practice in participating or not participating in acts of worship or religious education. The Education Act 1993 applies these provisions to grant-maintained schools. When a school becomes grant-maintained, the provisions of section 30 of the Education Act 1944 applying to a teacher under the former status of the school continue to apply as long as he or she is employed as a teacher at the school. *Education Act 1944 s.30*  
*Education Act 1993 s.143-145*  
*s.144(4)*
141. One of the duties incorporated into the contracts of all teachers by the School Teachers' Pay and Conditions Document is attending assemblies. This duty is subject to teachers' freedom under the 1944 Act not to attend collective worship. So a head teacher may require any teacher to attend parts of a school assembly when collective worship is not taking place – for examples the giving out of notices – but could only require a teacher to attend collective worship if that teacher was in one of the expected categories noted in the preceding paragraph. *Education Act 1944 s.30*
142. The safeguards noted above apply to head teachers as to all other teachers. Head teachers have a duty under the 1988 Act to see that the law on collective worship and RE is complied with in their school, but except in the cases specified in the 1944 Act they cannot be penalised for not taking part in the provision of either. *Education Act 1988 s.10(1)*  
*Education Act 1944 s.30*
143. In planning staffing and staff development, the governing body must take account of its duty under the 1988 Act to exercise its functions with a view to securing that all pupils take a part in *Education Reform Act 1988 s.10(1)*

daily collective worship and that RE is taught. The provisions described above (paragraphs 141-143) do not prevent the governing body from taking account of a candidate's willingness to teach RE or lead collective worship in drawing up job descriptions for particular posts, and in recommending and appointing teachers. Willingness to teach RE or lead collective worship should not, however, be a requirement of a post, although willingness to teach RE must obviously be a requirement when advertising for specialist RE teaching posts.

144. It is for the head teacher, where there are insufficient teachers in a school who are prepared to teach RE or lead an act of collective worship, to ensure that the requirements for these activities are nevertheless met. In these circumstances, head teachers might wish to seek advice from their LEA or SACRE.
145. As regards collective worship, in such circumstances all reasonable steps should be taken by the head teacher to find appropriate people from the local community who would be willing and able to lead collective worship. Account should be taken, however, not only of the willingness of such persons to lead collective worship, but also of:
  - a person's ability to conduct such an act of worship for pupils of the family backgrounds, ages and aptitudes concerned; and
  - the extent to which any costs would fall to the LEA or school.
146. Senior pupils may also lead acts of collective worship where that seems appropriate.
147. Whatever arrangements are made, however, nothing overrides the school's responsibility in relation to the health and safety of pupils. Head teachers will wish, for example, to consider the need for the presence of a member of staff at acts of collective worship being led by individuals from outside the school.

## **Initial Teacher Training and the Professional Development of Teachers**

### **Aims**

148. The Government wants to ensure that teachers who teach RE and lead collective worship are equipped to do so effectively and well.

### **Initial teacher training**

149. Circular 62/93<sup>10</sup> sets out new criteria for courses of primary initial teacher training (ITT) and specifies the competencies expected of all newly-qualified teachers (NQTs), including acquisition of “the necessary foundation to develop a readiness to promote the spiritual, moral, social and cultural development of pupils”. The Circular also encourages the development of varied training routes, including courses giving a substantial grounding in six subjects at undergraduate level, which may include RE; and more specialist courses for those who aspire to a role as RE co-ordinator or specialist RE teacher.

*SI 543/93*

150. Those training for secondary school teacher training may specialise in RE. ITT should prepare such students to teach RE in accordance with statutory requirements and syllabuses in schools. Circular 35/92<sup>11</sup> on secondary ITT sets out the competencies expected of NQTs. It specifies that all NQTs should have acquired in initial training “the necessary foundation to develop a readiness to promote the moral and spiritual well-being of pupils”.

### **Professional development of teachers**

151. School development plans should identify staff development needs related to RE and collective worship. Depending on their status, schools may receive advice on staff development issues from the SACRE, LEA advisory staff and various denominational sources. The same bodies may offer training courses for serving teachers and other opportunities for professional development, as will a range of other providers. Before investing in staff development, schools should make sure that it will meet the needs they have identified.

### **Grants for Education Support and Training programme**

152. Support is available for teachers’ further professional

<sup>10</sup> Circular 62/93 “The Initial Training of Primary School Teachers: New Criteria for Courses”.

<sup>11</sup> Circular 35/92 “Initial Teacher Training (Secondary Phase)”.

development through the Grant for Education Support and Training (GEST) specific grants programme. The programme includes:

- in 1993-94, in the Curriculum 5-19 Activity adapting teaching practices to meet the requirements of the Religious Education.
- in 1994-95, again in the Curriculum 5-19 Activity to help introduce new agreed syllabuses in the 1994-95 school year.

It is open to schools and LEAs to make additional support available for professional development. Full details are to found in Circular 45/92 and draft Circular 45/93.<sup>12</sup>

### **Grant-maintained schools: Special Purpose Grant**

153. Grant-maintained schools receive support for professional development through a different specific grant called Special Purpose Grant (Development). All GM schools are eligible for SPG(D). It is for individual schools to determine what to spend on professional development for RE, but they are encouraged to have regard to the priorities identified in the current GEST programme.

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<sup>12</sup> Circular 45/92 “Grants for Education Support and Training 1993-94”; Circular 45/93 “Grants for Education Support and Training 1994-95”.

## Annex A

### Types of Grant-maintained School

1. For the purposes of the requirements for RE and collective worship described in this circular, there are five types of grant-maintained school:
  - 1 a grant-maintained school which was formerly an LEA-maintained county school;
  - 2 a grant-maintained school which was formerly voluntary controlled;
  - 3 a grant-maintained school which was formerly voluntary aided;
  - 4 a new grant-maintained school established under section 48 of the Education Act 1993 or under section 49 of that Act where no provision is made for the religious education for pupils at the school either in the trust deed or any statement; such a school is described in this circular as 'equivalent to a county school'; and
  - 5 a new grant-maintained school established under section 49 of the Education Act 1993 where either the trust deed or any statement makes provision for the religious education for pupils at the school; such a school is described in this circular as 'equivalent to a voluntary aided school'.
2. From 1 April 1994 the statutory requirement for grant-maintained schools to publish proposals for a significant change of character falls under section 96 of the Education Act 1993. The Secretary of State considers that a change in the religious character of a school is a significant change of character and that where a school has trustees, their written permission must be given before proposals are published for such a change. Governing bodies must also consult such persons as appear to them to be appropriate before publishing proposals. It is recommended that Diocesan authorities be consulted at an early stage on any proposals which could have implications for voluntary schools in the area.
3. When established, the Schools Funding Council for Wales (SFCW) will, under section 92 of the Education Act 1993, have the power to publish proposals for a significant change of character in grant-maintained schools in those LEA areas where the SFCW is either sharing responsibility for primary or secondary school provision with the LEA or has overall responsibility for such provision. The SFCW will not, however, be able to publish proposals to make a significant change in the religious character of a school.
4. The effect of section 141 of the Education Act 1993 is that, if a change in the religious character of a school is approved by the Secretary of State, the RE provisions of the Act will apply in accordance with its new character. Thus, for example, if the governing body:
  - 1 of a former county or controlled school have proposals approved that RE shall be in accordance with the tenets of a particular religious denomination, the RE at the school is to be in accordance with section 140 of the 1993 Act;
  - 2 of a former aided school have proposals approved that RE shall not be in accordance with the tenets of a particular religious denomination, the RE at the school is to be in accordance with section 138 of the 1993 Act.

## **Annex B**

### **Special Schools**

#### **Religious education and collective worship**

1. The Education Act 1993 states that regulations shall provide that, so far as practicable, every pupil should receive religious education and attend religious worship; or will be withdrawn from attendance at such worship or from receiving such education, in accordance with the wishes of the pupil's parent.
2. The current regulations are in Schedule 2 to the Education (Approval of Special Schools) Regulations 1983. From 1 April 1994, these will be replaced by the Education (Special Schools) Regulations 1994 which will contain identical requirements. The Regulations apply to all maintained, grant-maintained and non-maintained special schools.
3. Similar provisions will be contained in the Education (Special Educational Needs) (Approval of Independent Schools) Regulations 1994 from 1 April 1994 in respect of independent schools approved to cater for children with statements of special educational needs. *Annex C*

## **Annex C**

### **City Technology Colleges**

#### **Religious education and collective worship**

1. The provisions of the Education Acts relating to religious education and collective worship do not apply to city technology colleges and city colleges for the technology of the arts. These schools are independent schools but, as a condition of grant, they are required to make provision for religious education and collective worship which is broadly in line with that in maintained schools. The requirements are set down in the funding agreements which, under section 105 of the Education Reform Act 1988, the Secretary of State enters into with those establishing and running such colleges. There are currently no such colleges in Wales.

## **Annex D**

### **Sixth Form Colleges in the Further Education Sector**

#### **Religious education**

1. Section 45 of the Further and Higher Education Act 1992 requires the governing body of every further education institution, except an institution which on 30 September 1992 was a college of further education, to ensure that religious education is provided at the institution for all students who wish to receive it. Section 45(3) says that the governing body will be deemed to be fulfilling its duty if RE is provided at a time or times at which it is convenient for the majority of full-time students to attend.
2. For the purposes of section 45 RE may take the form of lectures or classes or of single lectures or classes provided on a regular basis and may include a course of study leading to an examination or the award of a qualification.
3. The Act requires the governing body of each institution to determine from time to time the form and content of RE provided.
  - In the case of a former voluntary sixth form college or a former grant-maintained school which was a voluntary school before it became grant-maintained the form and content must be in accordance with the provisions of any trust deed affecting the institution and must not be contrary to the religious traditions of the institution before it became a further education institution.
  - In the case of all further education institutions to which section 45 applies, the form and content of religious education provided must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

#### **Collective worship**

4. Section 44 of the Further and Higher Education Act 1992 requires the governing body of every further education institution, except an institution which on 30 September 1992 was a college of further education, to ensure that, at an appropriate time on at least one day in each week during which the institution is open, an act of collective worship, which students may attend, is held at the institution.
5. In a former voluntary sixth form college or a former grant-maintained school which was a voluntary school before it became grant-maintained the act of collective worship must be in a form which complies with the provisions of any trust deed affecting the institution and reflect the religious traditions and practices of the institution before it became a further education institution. In all other further education institutions to which section 44 applies, the act of collective worship must be wholly or mainly of a broadly Christian character in that it shall reflect the broad traditions of Christian belief but need not be distinctive of any particular Christian denomination.
6. If the governing body of a further education institution consider it appropriate it may, in addition to the acts of collective worship referred to in paragraph 5, provide for acts of

worship which reflect the practices of some or all of the other religious traditions represented in Great Britain.

### **Inspection**

7. The Inspectorate of the further education funding council will:

- confirm the arrangements made by colleges in response to Sections 44 and 45 of the Further and Higher Education Act 1992; and
- comment on the quality of Religious Education and acts of worship seen during full college inspections.

## **Annex E**

### **Section 26-29 of the Education Act 1944 as amended by the Education Reform Act 1988**

26. – (1) In the case of a county school the provision for religious education for pupils at the school which is required by section 2(1)(a) of the Education Reform Act 1988 to be included in the school's basic curriculum shall be provision for religious education in accordance with an agreed syllabus adopted for the school or for those pupils.
- (2) No such syllabus shall provide for religious education to be given to pupils at such a school by means of any catechism or formulary which is distinctive of any particular religious denomination; but this provision is not to be taken as prohibiting provision in such a syllabus for the study of such catechisms or formularies.
- (3) Subsection (4) below applies where a county secondary school is so situated that arrangements cannot conveniently be made for the withdrawal of pupils from the school in accordance with section 9 of that Act to receive religious education elsewhere.
- (4) If in any such case the local education authority are satisfied-
- (a) that the parents of pupils in attendance at the school desire them to receive religious education in the school in accordance with the tenets of a particular religious denomination; and
- (b) that satisfactory arrangements have been made for the provision of such education to those pupils in the school, and for securing that the cost of providing such education to those pupils in the school will not fall upon the authority;
- the authority shall, unless they are satisfied that owing to any special circumstances it would be unreasonable to do so, provide facilities for the carrying out of those arrangements.
27. - (1) Where the parents of any pupils in attendance at a controlled school request that they may receive religious education in accordance with the provisions of the trust deed relating to the school, or where provision for that purpose is not made by such a deed in accordance with the practice observed in the school before it became a controlled school, the foundation governors shall, unless they are satisfied that owing to special circumstances it would be unreasonable so to do, make arrangements for securing that such religious education is given to pupils at the school during not more than two periods in each week.
- (2) Without prejudice to the duty to make such arrangements as aforesaid whatever the number of the teaching staff of the school, where the number of the teaching staff of a controlled school exceeds two the teaching staff shall include persons (hereinafter referred to as 'reserved teachers') selected for their fitness and competence to give such religious education as is required to be given under such arrangements and specifically appointed to do so. Provided that the number of reserved teachers in any controlled school shall not exceed one-fifth of the number of the teaching staff of the school including the head teacher, so, however, that where the number of the teaching staff is not a multiple of five it shall be treated for the purposes of this subsection as if it were the next higher multiple thereof.

- (3) The head teacher of a controlled school shall not, while holding that position, be a reserved teacher, [but before appointing any person to be the head teacher of such a school the local education authority shall inform the governors of the school as to the person whom they propose to appoint and shall consider any representations made by the governors with respect to the proposed appointment].
- (4) Where the local education authority propose to appoint any person to be a reserved teacher in a controlled school, the authority shall consult the foundation governors of the school, and, unless the said governors are satisfied as to the person's fitness and competence to give such religious education as is required in pursuance of such arrangements as aforesaid the authority shall not appoint that person to be a reserved teacher.
- (5) If the foundation governors of a controlled school are of the opinion that any reserved teacher has failed to give such religious education as aforesaid efficiently and suitably, they may require the authority to dismiss him from employment as a reserved teacher in the school.
- (6) In the case of a controlled school the provision for religious education for pupils at the school which is required by section 2(1)(a) of the Education Reform Act 1988 to be included in the school's basic curriculum shall be provision for religious education-
  - (a) in accordance with any arrangements made under subsection (1) of this section; or
  - (b) subject to any such arrangements, in accordance with an syllabus adopted for the school or for those pupils.

**[Note : the words in square brackets in subsection (3) are prospectively repealed by the Education (No 2) Act 1986, and do not apply to controlled schools which have adopted new instruments and articles of government under the Act].**

28. - (1) In the case of an aided or special agreement school the provision for religious education for pupils at the school which is required by section 2(1)(a) of the Education Reform Act 1988 to be included in the school's basic curriculum shall be provision for religious education-
- (a) in accordance with any provision of the trust deed relating to the school or, where provision for that purpose is not made by such a deed, in accordance with the practice observed in the school before it became a voluntary school; or
  - (b) in accordance with any arrangements under this section.
- (1A) Subject to subsection (1 C) of this section, the religious education given to pupils at such a school shall be under the control of the governors of the school.
- (1B) Where the parents of pupils in attendance at such a school-
- (a) desire them to receive religious education in accordance with any agreed syllabus adopted by the local education authority; and

- (b) cannot with reasonable convenience cause those pupils to attend any school at which that syllabus is in use;

then, unless the authority are satisfied that owing to any special circumstances it would be unreasonable to do so, arrangements shall be made for the religious education in accordance with that religious education in the school in accordance with the provision for that purpose included in the school's basic curriculum by virtue of section 2(1)(a) of that Act.

- (1 C) Those arrangements shall be made by the governors of the school, unless the local education authority are satisfied that the governors are unwilling to make the arrangements, in which case they shall be made by the authority.
- (2) If a teacher appointed to give in an aided school religious education, other than education in accordance with an agreed syllabus, fails to give such education efficiently and suitably, he may be dismissed on that ground by the governors of the school without the consent of the local education authority.
- (3) Where the special agreement made with respect to any special agreement school provides for the employment of reserved teachers, the local education authority shall, when they propose to appoint any person to be such a teacher in the school, consult the foundation governors of the school, and unless the said governors are satisfied as to that person's fitness and competence to give such religious education as aforesaid, the authority shall not appoint that person to be such a teacher.
- (4) If the foundation governors of a special agreement school are of the opinion that any such reserved teacher as aforesaid has failed to give, efficiently and suitably, such religious education as he was appointed to give, they may require the authority to dismiss him from employment as a reserved teacher in the school.

29. - (1) The provisions of the Fifth Schedule to this Act shall have effect with respect to the preparation, adoption, and reconsideration, of an agreed syllabus of religious education.

## Annex F

Schedule 5 of the Education Act 1944 as amended by the Education Reform Act 1988 and Education Act 1993<sup>13</sup>

1. For the purpose of preparing any syllabus of religious education to be adopted by a local education authority, the authority shall cause to be convened a conference constituted in accordance with the provisions of this Schedule.
2. For the purpose of constituting such a conference as aforesaid, the local education authority shall appoint constituent bodies (hereinafter referred to as 'committees') consisting of persons representing respectively-
  - (a) such Christian **denominations and other religions and denominations** of such religions as, in the opinion of the authority, will appropriately reflect the principal religious traditions in the area;
  - (b) such associations representing teachers as, in the opinion of the authority, ought, having regard to the circumstances of the area, to be represented; and
  - (c) the authority;
3. Before appointing a person to represent any **religion**, denomination or associations as a member of any such committee, a local education authority shall take all reasonable steps to assure themselves that he is representative thereof, but no proceedings under this Schedule shall be invalidated on the ground that a member of such a committee did not represent the denominations or associations which he was appointed to represent unless it is shown that the local education authority failed to take such steps as aforesaid.
4. A person so appointed may resign his membership of any such committee or may be withdrawn therefrom by the local education authority if in the opinion of the authority he ceases to be representative of the **religion**, denomination or associations which he was appointed to represent, or of the authority, as the case may be; and where a **person resigns or is withdrawn from the committee the authority shall appoint someone in his place in the same manner as that in which they made the original appointment.**
5. The conference shall consist of the committees aforesaid and it shall be the duty of the conference to seek unanimous agreement upon a syllabus of religious education to be recommended for adoption by the local education authority.
6. Where the local education authority propose to adopt more than one syllabus of religious education for use in schools maintained by them, the authority shall inform the conference as to the schools in which, or in the case of a syllabus intended to be used for certain pupils only, the class or description of pupils for which, the syllabus to be prepared by the conference is to be used.
7. Any sub-committees appointed by the conference shall include at least one member of each of the committees constituting the conference.

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<sup>13</sup> 1993 Act amendments in bold print.

8. Upon any question to be decided by the conference or by any subcommittee thereof one vote only shall be given for each of the committees constituting the conference.
9. If the conference unanimously recommend any syllabus of religious education, the authority may adopt it for use in the schools for which, or for the class or description of pupils for which, it was prepared.
10. If the authority report to the Secretary of State that the conference are unable to reach unanimous agreement as aforesaid, or if it appears to the Secretary of State that an authority have failed to adopt any syllabus unanimously recommended to them by the conference, the Secretary of State shall appoint to prepare a syllabus of religious education a body of persons having experience in religious education which shall, so far as is practicable, be of the like representative character as is required by paragraph 2 of this Schedule in the case of a conference.
11. The body of persons so appointed:
  - (a) shall give to the authority, the conference, and every committee constituting the conference, an opportunity of making representations to it, but, save as aforesaid, may conduct the proceedings in such a manner as it thinks fit;
  - (b) shall, after considering any such representations made to it, prepare a syllabus of religious education;
  - (c) shall transmit a copy of the said syllabus to the authority and to the Secretary of State;

and as from such date as the Secretary of State may direct, the syllabus so prepared shall be deemed to be the agreed syllabus adopted for use in the schools for which, or for the class or description of pupils for which, it was prepared until a further syllabus is prepared for use in those schools, or for pupils of that class or description, in accordance with the provisions of this Schedule.

12. **(1) A local education authority shall cause a conference to be convened at any time required by sub-paragraph (2) or (3) of this paragraph for the purpose of reconsidering any agreed syllabus for the time being adopted by them which was adopted before the appointed day.**
  - (2) Where they adopted the syllabus before 29th September 1988, they shall convene a conference within the period of one year beginning with the appointed day.**
  - (3) Where they adopted the syllabus on or after 29th September 1988, they shall convene a conference-**
    - (a) within the period of five years beginning with the date on which they adopted it, or**
    - (b) within the period of one year beginning with the appointed day,****whichever is the later.**

**(4) A local education authority shall from time to time cause further conferences to be convened for the purpose of reconsidering any agreed syllabus for the time being adopted by them (whether adopted before, on or after the appointed day); and no such conference shall be convened later than the expiry of the period of five years beginning with the date on or after the appointed day on which-**

**(a) the authority adopted the syllabus, or**

**(b) the authority gave effect to a recommendation under paragraph 13 of this Schedule that the syllabus should continue to be the agreed syllabus.**

**(5) In this paragraph -**

**(a) "appointed day" means the day appointed for the commencement of section 256 of the Education Act 1993, and**

**(b) references to the date on which a local education authority adopt a syllabus include a reference to the date which the Secretary of State directs is to be the date from which a syllabus prepared under paragraph 11 of this Schedule is to be deemed to be the agreed syllabus.**

13. (1) The following provisions of this paragraph apply where a local education authority cause such a conference to be convened for the purpose of reconsidering any agreed syllabus, whether under paragraph 12 of this Schedule or under section 11(8) of the Education Reform Act 1988 (obligation of authority to cause such a conference to be convened if required to do so by representative groups on standing advisory council for religious education).

(2) If the conference unanimously recommend that the existing syllabus should continue to be the agreed syllabus **and it appears to the local education authority that the syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain**, the authority may give effect to the recommendation.

(3) If -

(a) the conference unanimously recommend a new syllabus to be adopted in substitution for the existing syllabus; and

(b) it appears to the authority that the new syllabus complies with section 8(3) of that Act (new agreed syllabus to reflect mainly Christian religious traditions);

the authority may give effect to the recommendation.

(4) If -

(a) the authority report to the Secretary of State that the conference are unable to reach unanimous agreement

**(aa) the conference unanimously recommend that the existing syllabus should continue to be the agreed syllabus but the local education authority consider that sub-paragraph (2) of this paragraph prevents them from giving effect to the recommendation; or**

- (b) it appears to the Secretary of State that the authority have failed to exercise their power under sub-paragraph (2) or (3) above to give effect to the unanimous recommendation of the conference;

the Secretary of State shall proceed in accordance with the provisions of paragraph 10 of this Schedule, and paragraph 11 of this Schedule shall apply accordingly.

#### **Provisions in section 15 of the Education Act 1993 for re-convening of conference**

14. - (1) This section has effect in respect of the area of a local education authority if an order under section 12(1)(b) of this Act applies to the area.
- (2) Within six months of the date of the first such order the local education authority shall reconvene any conference-
- (a) which they have convened for the purpose set out in paragraph 1 or 12 of the Fifth Schedule to the Education Act 1944 (procedure for preparing and bringing into operation an agreed syllabus of religious education) or section 11(8) of the Education Reform Act (standing advisory councils on religious education), and
- (b) to which subsection (3) below applies.
- (3) This subsection applies to any conference-
- (a) which has not made a recommendation under paragraph 9 or 13(2) of that Schedule, and
- (b) in respect of which the authority have not made a report under paragraph 10 or 13(4) of that Schedule.
- (4) Where a conference is convened (or reconvened) after the date of the order-
- (a) paragraph 2 of that Schedule shall have effect as if it required the appointment of a committee, in addition to those listed in sub-paragraphs (a) to (d) of that paragraph, consisting of persons representing relevant grant-maintained schools, and
- (b) section 146 of this Act shall have effect only in relation to grant-maintained schools, or pupils at such schools, at which the syllabus is in use in accordance with section 140(3) of this Act.
- (5) Before appointing a person to represent relevant grant-maintained schools in accordance with subsection (4)(a) above, the local education authority shall take all reasonable steps to assure themselves that he is acceptable as such to the governing bodies of the majority of such schools; but no proceeding under that Schedule shall be invalidated on

the ground that the person was not so acceptable unless it is shown that the local education authority failed to take such steps.

- (6) A person so appointed may resign his membership of the committee or may, if in the opinion of the local education authority he ceases to be acceptable as a representative of relevant grant-maintained schools to the governing bodies of the majority of such schools, be withdrawn from the committee by the authority; and where a person resigns or is withdrawn from the committee the authority shall appoint someone in his place in the same manner as that in which they made the original appointment.
- (7) For the purposes of this section, "relevant grant-maintained schools" means those grant-maintained schools within the area of the local education authority to which section 138 or 139 of this Act applies.

## Annex G

### Collective Worship Requirements

#### Education Reform Act 1988, as amended by the Education Act 1993 <sup>14</sup>

6. -(1) Subject to section 9 of this Act, all pupils in attendance at a maintained school shall on each school day take part in an act of collective worship.
- (2) The arrangements for the collective worship in a school required by this section may, in respect of each school day, provide for a single act of worship for all pupils or for separate acts of worship for pupils in different age groups or in different school groups.
- (3) The arrangements for the collective worship in a county or voluntary school required by this section shall be made -
- (a) in the case of a county school, by the head teacher after consultation with the governing body; and
- (b) in the case of a voluntary school, by the governing body after consultation with the head teacher.
- (4) Subject to subsection (5) below, the collective worship in every maintained school required by this section shall take place on the school premises.
- (5) If the governing body of -
- (a) an aided school; or
- (b) a grant-maintained school;
- are of the opinion that it is desirable that any act of collective worship in the school required by this section should, on a special occasion, take place elsewhere than on the school premises, they may make such arrangements for that purpose as they think appropriate.
- (6) The powers of a governing body under subsection (5) above shall not be so exercised as to derogate from the rule that, in every such school as is there mentioned, the collective worship required by this section must normally take place on the school premises.
- (7) For the purpose of this section -
- "maintained school" does not include a maintained special school; and
- "school group" means any group in which pupils are taught or take part in other school activities.

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<sup>14</sup> Amendments are in bold print

7. - (1) Subject to the following provisions of this section, in the case of a county school the collective worship required in the school by section 6 of this Act shall be wholly or mainly of a broadly Christian character.
- (2) For the purposes of subsection (1) above, collective worship is of a broadly Christian character if it reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination.
- (3) Every act of collective worship required by section 6 of this Act in the case of a county school need not comply with subsection (1) above provided that, taking any school term as a whole, most such acts which take place in the school do comply with that subsection.
- (4) Subject to subsections (1) and (3) above -
- (a) the extent to which (if at all) any acts of collective worship required by section 6 of this Act which do not comply with subsection (1) above take place in a county school;
  - (b) the extent to which any act of collective worship in a county school which complies with subsection (1) above reflects the broad traditions of Christian belief; and
  - (c) the ways in which those traditions are reflected in any such act of collective worship;
- shall be such as may be appropriate having regard to any relevant considerations relating to the pupils concerned which fail to be taken into account in accordance with subsection (5) below.
- (5) Those considerations are -
- (a) any circumstances relating to the family backgrounds of the pupils concerned which are relevant for determining the character of the collective worship which is appropriate in their case; and
  - (b) their ages and aptitudes.
- (6) Where under section 12 of this Act a standing advisory council on religious education determine that it is not appropriate for subsection (1) above to apply in the case of any county school, or in the case of any class or description of pupils at such a school, then, so long as that determination has effect -
- (a) that subsection shall not apply in relation to that school or (as the case may be) in relation to those pupils; and
  - (b) the collective worship required by section 6 of this Act in the case of that school or those pupils shall not be distinctive of any particular Christian or other religious denomination (but this shall not be taken as preventing that worship from being distinctive of any particular faith).

12. - (1) It shall be the duty of the council on an application made by:

- (a) **the head teacher of any county school; or**
- (b) **the head teacher of any grant-maintained school to which section 138 of the Education Act 1993 applies and which is in the area of the local education authority which constituted the council,**

after consultation with the governing body, to consider whether it is appropriate for the requirement for Christian collective worship to apply in the case of that school, or in the case of any class or description of pupils at that school.

References in this section to the requirement for Christian collective worship are references to the requirement imposed by section 7(1) **of this Act or, as the case may be, section 138(2) of the Education Act 1993.**

- (2) In determining whether it is appropriate for that requirement to apply in the case of any such school or in the case of any class or description of pupils at such a school, the council shall have regard to any circumstances relating to the family backgrounds of the pupils at the school or of the pupils of the particular class or description in question which are relevant for determining the character of the collective worship appropriate in their case.
- (3) The council shall give any head teacher who has made an application to them under this section written notification of their decision on the application.
- (4) Where the council determine on any application under this section that it is not appropriate for the requirement for Christian collective worship to apply in the case of the school or any class or description of pupils at the school concerned, that determination shall take effect for the purposes of section 7 **of this Act or, as the case may be, section 138 of the Education Act 1993** on such date as may be specified in the notification of their decision under subsection (3) above.
- (5) Any determination of the council under this section by virtue of which the requirement for Christian collective worship does not for the time being apply in the case of any school or any class or description of pupils at any school shall be reviewed by the council-
  - (a) at any time on an application made by the head teacher of the school after consultation with the governing body; and
  - (b) in any event not later than the end of the period of five years beginning with the date on which the determination first took effect or (where it has since been reviewed under this subsection) with the effective date of the decision on the last such review.
- (6) On any review under subsection (5)(b) above the council shall afford the head teacher an opportunity of making representations with respect to the determination under review; and the head teacher shall consult the governing body before making any such representations.

- (7) On any review under subsection (5) above the council may confirm (with or without variation) or revoke the determination under review (without prejudice, in a case where they revoke the determination, to any further determination under this section); and they shall give the head teacher of the school written notification of their decision specifying the effective date of that decision for the purposes of subsection (5)(b) above.
  - (8) Any determination of the council which is required to be reviewed under subsection (5)(b) above shall cease to have effect, if not confirmed on such a review, at the end of the period there mentioned.
  - (9) The governing body of any county school **or of any grant-maintained school to which subsection (1) above applies**, on being consulted by the head teacher under this section if they think fit take such steps as they consider appropriate for consulting all persons appearing to them to be parents of registered pupils at the school.
  - (10) Any application made to the council under this section shall be made in such manner and form as the council may require.
  - (11) **Where an application is made under subsection (1)(a) above in respect of a school which becomes a grant-maintained school before the application is determined, it shall, unless withdrawn by the head teacher, continue to be considered as if made under subsection (1)(b) above.**
- 12A. **-(1) Where the Secretary of State is satisfied, either on complaint by any person or otherwise, that any standing advisory council on religious education -**
- (a) **have acted, or are proposing to act, unreasonably in determining for the purposes of subsection (1) or (5) of section 12 of this Act whether it is appropriate for the requirement for Christian collective worship to apply in the case of any school or any class or description of pupils at a school, or**
  - (b) **have failed to discharge any duty imposed under that section,**
- he may give the council such directions as to the revocation of the determination or the withdrawal of the proposed determination or (as the case may be) the discharge of the duty as appear to him to be expedient; and the council shall comply with the directions.**
- (2) **Directions under subsection (1) above may provide for the making by the council of a new determination to take effect in place of the determination or proposed determination to be revoked or withdrawn by them.**
  - (3) **In this section, "requirement for Christian collective worship" means the requirement imposed by section 7(1) of this Act or, as the case may be, section 138(2) of the Education Act 1993.**

## Annex H

### Standing Advisory Councils on Religious Education: Constitution and Voting Arrangements

#### Subsections from Section 11 of the Education Reform Act 1988, as amended by the Education Act 1993<sup>15</sup>

- (3) The council shall consist of:
- (a) the representative members required by subsection (4) below;  
and
  - (b) a person appointed by the governing bodies of the grant-maintained schools within the area of the local education authority to which section 138 or 139 of the Education Act 1993 applies.**

And may also include co-opted members.

- (4) Subject to subsection (5) below, the representative members required by this subsection are persons appointed by the authority to represent respectively –
- (a) such Christian **denominations and other religions and denominations of such religions** as, in the opinion of the authority, will appropriately reflect the principal religious traditions in the area;
  - (b) except in the case of an area in Wales, the Church of England;
  - (c) such associations representing teachers, as in the opinion of the authority, ought having regard to the circumstances of the area, to be represented; and
  - (d) the authority;

and the references below in this section to representative groups on the council are references to the members appointed by virtue of paragraphs (a), (c) and (d) above respectively and, where members are required to be appointed by virtue of paragraph (b) above, the members so appointed **and the number of members appointed to any representative group under paragraph (a) of that subsection to represent each denomination or religion required to be represented shall, so far as is consistent with the efficient discharge of the group's functions, reflect broadly the proportionate strength of that denomination or religion in the area.**

- (5) Where members are required to be appointed by virtue of paragraph (b) of subsection (4) above, the representative members required by paragraph (a) of that subsection shall not include persons appointed to represent the Church of England.
- (6) On any question to be decided by the council only the representative groups on the council shall be entitled to vote, and each group shall have a single vote.

---

<sup>15</sup> **Amendments are in bold print**

- (7) The representative groups on the council, other than that consisting of persons appointed to represent the authority, may at any time require a review of any agreed syllabus for the time being adopted by the authority.

Each representative group concerned shall have a single vote on the question of whether to require such a review.

### **Supplementary provisions in Section 13 of the 1988 Act**

- (1) Before appointing a person to represent any **religion**, denomination or associations as a member of the council the local education authority concerned shall take all reasonable steps to assure themselves that he is representative of the **religion**, denomination or associations in question.
- (2) A member of the council appointed by the authority may be removed from membership by the authority in the opinion of the authority he ceases to be representative of the **religion**, denomination or associations which he was appointed to represent or (as the case may be) of the authority.
- (3) Any member of the council required by section (11)(3)(b) of this Act may at any time be removed from membership by the governing body or (as the case may be) by the governing bodies of the grant-maintained school or schools concerned.
- (4) In subsection (3) of that section “co-opted member” means a person co-opted as a member of the council by members of the council who have not themselves been so co-opted, and a person so co-opted shall hold office on such terms as may be determined by the members co-opting him.
- (5) Any member of the council may at any time resign his office.
- (6) Subject to subsection (6) of that section, the council and, in relation to any question falling to be decided by members of the council of any particular category, the members of that category may regulate their own proceedings.
- (7) The validity of proceedings of the council or of the members of the council of any particular category shall not be affected –
- (a) by a vacancy in the office of any member of the council required by subsection (3) of that section; or
  - (b) on the ground that a member of the council appointed to represent any **religion**, denomination or associations does not at the time of the proceedings represent the denomination or associations in question.

### **Provisions in Section 16 of the Education Act 1993 for re-constitution of SACRE**

16. – (1) This section has effect in respect of the area of a local education authority if an order under section 12(1)(b) of this Act applies to the area.

- (2) Within six months of the date of the first such order the local education authority shall constitute a new council under section 11 of the Education Reform Act 1988 (standing advisory councils on religious education).
- (3) For the purposes of the constitution required by subsection (2) above (and of any subsequent constitution) that section shall have effect as if –
  - (a) subsection (3)(b) were omitted,
  - (b) subsection (4) required the appointment of a representative group, in addition to those listed in paragraphs (a) to (d) of that subsection, comprising persons representing relevant grant-maintained schools, and
  - (c) in subsection (7) –
    - (i) for “that” there were substituted “those”, and
    - (ii) after “to represent the authority” there were inserted “or relevant grant-maintained schools”.
- (4) For the purposes of subsection (3) above, “relevant grant-maintained schools” means those grant-maintained schools within the area of the local education authority to which 138 or 139 of this Act applied.
- (5) Before appointing a person to represent relevant grant-maintained schools in accordance with subsection (3) above the local education authority shall take all reasonable steps to assure themselves that he is acceptable as such to the governing bodies of the majority of such schools; but the validity of proceeding shall not be affected because the person was not so acceptable unless it is shown that the local education authority failed to take such steps.
- (6) A person appointed to represent relevant grant-maintained schools in accordance with subsection (3) above may be removed from membership of the council if in the opinion of the local education authority he ceases to be acceptable as such to the governing bodies of the majority of such schools.



Local Authority Directors of Education

3 May 2018

Dear Colleagues

I am writing to update you in relation to the governance and membership on Standing Advisory Councils on Religious Education (“SACREs”) and Agreed Syllabus Conferences (“ASCs”).

As you may be aware, the extant guidance relating to SACRE membership is laid out in Circular 10/94 (published by the former Welsh Office in 1994). The circular is non-statutory and is neither binding nor authoritative but there have been a number of queries recently on the issue of membership to Group A of a SACRE. Specifically, on whether persons who hold non-religious beliefs (such as Humanists) should be permitted full membership on Group A in light of the Human Rights Act 1998. For information, details on how membership to a SACRE is constituted is included at Annex A.

The circular states at paragraph 103:

“The inclusion of representatives of belief systems such as humanism, which do not amount to a religion or religious denomination, on Committee A of an agreed syllabus conference or Group A of a SACRE would be contrary to the legal provisions referred to at paragraph 102”.

The appointment of persons to a SACRE is a matter for local authorities and the SACREs. However, taking legal advice into consideration, I am of the opinion that representatives from non-religious belief systems may be appointed to Group A of a SACRE or ASCs, to ensure that SACREs/ASCs fully reflect the beliefs of the communities that they are representing and to comply with current legislation.

It is the view of the Welsh Government that:

- to ensure compatibility with the Human Rights Act 1998 the provisions relating to the constitution of SACRES and ASCs in the 1996 Act are to be interpreted as

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

permitting the appointment of persons who represent holders of non-religious beliefs in the same way as they permit the appointment of persons who represent holders of religious beliefs; (section 390(4)(a) of, and paragraph 4(2)(1) of Schedule 31 to, the 1996 Act). However, we consider the non-religious beliefs adhered to by the person to be appointed must be analogous to a religious belief, such as humanism. To be “analogous” we consider the non-religious beliefs must in accordance with case law under the European Convention of Human Rights and the Human Rights Act 1998 attain the necessary level of cogency, seriousness, cohesion and importance to attract protection under the Convention Rights.

- an appointment is dependent on the relevant local authority’s opinion as to whether such a representative would help ensure that the relevant traditions in the local authority’s area are appropriately reflected in Group A. The final decision of an appointment rests with the local authority, and they are best placed to assess whether a SACRE has the necessary expertise and experience to properly discharge its function.

The same principle applies in relation to appointments to Agreed Syllabus Conferences (ASCs).

For the avoidance of doubt, the guidance set out in this letter supersedes paragraph 103 of Circular 10/94.

With regards to an updating Circular 10/94, I am aware that there are other areas of contention within the document that need to be addressed. As there are some complex issues, consideration of those matters is still on-going and therefore a review of the guidance will be considered once all information on this matter has been received.

I hope this provides clarification on these matters.

Yours sincerely



**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg

Cabinet Secretary for Education

## Annex A

1. The functions of a SACRE are set out in section 375 of the Education Act 1996 (“the 1996 Act”) and broadly those are to advise a local authority in respect of matters relating to religious education and collective worship. Section 390 of the 1996 Act set out how a SACRE is to be constituted as follows:
  - a) a group of persons to represent Christian denominations and other religions and denominations as in the opinion of the authority appropriately reflect the principal religious traditions in the area. The number of persons appointed should reflect broadly the proportionate strength of the particular denomination or religion in the area (“Group A”);
  - b) a group of persons representing associations that represent teachers; and
  - c) a group of persons to represent the authority.
2. In addition a SACRE may include co-opted members onto it. Such members are to be appointed on the terms as may be determined by those co-opting that person i.e. the SACRE itself (section 392(5) of the 1996 Act). Co-opted members cannot take part in a group vote.

## Cyfrifiad 2011 - Ystadegau i Wynedd

Crefydd

Diweddarwyd Chwefror 2013

### Data

[Gwynedd](#)

[Ardal](#)

[Wardiau](#)

[ACELI](#)

[Cymunedau](#)

Cynhyrchir gan yr Uned Ymchwil Corfforaethol, Cyngor Gwynedd  
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### Diffiniadau

#### **Crefydd**

Crefydd presennol unigolyn yw hwn, neu os nad oes gan yr unigolyn grefydd, 'dim crefydd'. Ni phennir a oedd unigolyn yn arfer crefydd. Yn wahanol i gwestiynau eraill y cyfrifiad lle caiff atebion ar goll eu cyfrif, roedd y cwestiwn hwn yn wirfoddol, a lle na chafwyd ateb categorieddir yr ymateb yn 'Heb ei nodi'.

#### **Preswlydd arferol**

Y brif sylfaen boblogaeth ar gyfer allbynnau Cyfrifiad 2011 yw'r boblogaeth breswyl arferol ar ddiwrnod y cyfrifiad, 27 Mawrth 2011. Er bod y boblogaeth a gyfrifwyd yn cynnwys preswylwyr byrdymor nad ydynt yn dod o'r DU, caiff y boblogaeth hon ei dadansoddi ar wahân ac nid yw wedi'i chynnwys ym mhrif allbynnau Cyfrifiad 2011. Caiff yr holl allbynnau, oni nodir yn wahanol, eu cynhyrchu gan ddefnyddio preswylwyr arferol yn y DU yn unig.

At ddibenion Cyfrifiad 2011, mae preswlydd arferol y DU yn cynnwys unrhyw un a oedd, ar ddiwrnod y cyfrifiad, yn y DU ac wedi aros neu'n bwriadu aros yn y DU am gyfnod o 12 mis neu fwy, neu â chyfeiriad parhaol yn y DU a'r tu allan i'r DU ac yn bwriadu aros y tu allan i'r DU am lai na 12 mis.

## 2011 Census - Statistics for Gwynedd

Religion

Last updated February 2013

### Data

[Gwynedd](#)

[Area](#)

[Wards](#)

[LSOA](#)

[Communities](#)

Produced by the Corporate Research Unit, Gwynedd Council.  
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[www.gwynedd.gov.uk/research](http://www.gwynedd.gov.uk/research)

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2011 Census, Table KS209EW

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### Definitions

#### **Religion**

This is a person's current religion, or if the person does not have a religion, 'no religion'. No determination is made about whether a person was a practicing member of a religion. Unlike other census questions where missing answers are imputed, this question was voluntary, and where no answer was provided the response is categorised as 'Not stated'.

#### **Usual resident**

The main population base for outputs from the 2011 Census is the usual resident population as at census day 27 March 2011. Although the population base for enumeration included non-UK short-term residents, this population is analysed separately and is not included in the main outputs from the 2011 Census. All outputs, unless specified, are produced using only usual residents of the UK.

For 2011 Census purposes, a usual resident of the UK is anyone who, on census day, was in the UK and had stayed or intended to stay in the UK for a period of 12 months or more, or had a permanent UK address and was outside the UK and intended to be outside the UK for less than 12 months.

## Cyfrifiad 2011 - Ystadegau i Wynedd Crefydd

Diweddarwyd Chwefror 2013

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## 2011 Census - Statistics for Gwynedd Religion

Last updated February 2013

Produced by the Corporate Research Unit, Gwynedd Council.

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[Back to notes page](#)

Page 116

	Gwynedd		Cymru Wales		Lloegr & Cymru England & Wales		
<b>Pob preswilydd arferol</b>	<b>121,874</b>		<b>3,063,456</b>		<b>56,075,912</b>		<b>All usual residents</b>
Cristnogaeth	72,503	59.5%	1,763,299	57.6%	33,243,175	59.3%	Christian
Bwdhaeth	426	0.3%	9,117	0.3%	247,743	0.4%	Buddhist
Hindŵaeth	238	0.2%	10,434	0.3%	816,633	1.5%	Hindu
Iddewiaeth	55	0.0%	2,064	0.1%	263,346	0.5%	Jewish
Islam	1,378	1.1%	45,950	1.5%	2,706,066	4.8%	Muslim
Siciaeth	39	0.0%	2,962	0.1%	423,158	0.8%	Sikh
Crefydd arall	637	0.5%	12,705	0.4%	240,530	0.4%	Other religion
Dim crefydd	36,163	29.7%	982,997	32.1%	14,097,229	25.1%	No religion
Heb nodi crefydd	10,435	8.6%	233,928	7.6%	4,038,032	7.2%	Religion not stated

## Cyfrifiad 2011 - Ystadegau i Wynedd Crefydd

Diweddarwyd Chwefror 2013

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Cyfrifiad 2011, Tabl KS209EW

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[Back to notes page](#)

Page 117

	Arfon		Dwyfor		Meirionnydd		Gwynedd		
<b>Pob preswilydd arferol</b>	<b>60,573</b>		<b>27,725</b>		<b>33,576</b>		<b>121,874</b>		<b>All usual residents</b>
Cristnogaeth	33,694	55.6%	17,903	64.6%	20,906	62.3%	72,503	59.5%	Christian
Bwdhaeth	244	0.4%	89	0.3%	93	0.3%	426	0.3%	Buddhist
Hindŵaeth	199	0.3%	20	0.1%	19	0.1%	238	0.2%	Hindu
Iddewiaeth	33	0.1%	9	0.0%	13	0.0%	55	0.0%	Jewish
Islam	1,173	1.9%	109	0.4%	96	0.3%	1,378	1.1%	Muslim
Siciaeth	26	0.0%	4	0.0%	9	0.0%	39	0.0%	Sikh
Crefydd arall	309	0.5%	114	0.4%	214	0.6%	637	0.5%	Other religion
Dim crefydd	19,678	32.5%	7,152	25.8%	9,333	27.8%	36,163	29.7%	No religion
Heb nodi crefydd	5,217	8.6%	2,325	8.4%	2,893	8.6%	10,435	8.6%	Religion not stated

## Cyfrifiad 2011 - Ystadegau i Wynedd Crefydd

Diweddarwyd Chwefror 2013

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Cyfrifiad 2011, Tabl KS209EW

Gall yr ystadegau hyn gael eu defnyddio o dan delerau'r Drwydded Llywodraeth Agored.

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Last updated February 2013

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[Back to notes page](#)

Page 118

	<b>Pob preswylydd arferol</b>	Cristnogaeth		Bwdhaeth		Hindwaeth		Iddewiaeth		Islam		Siciaeth		Crefydd arall		Dim crefydd		Heb nodi crefydd	
	<b>All usual residents</b>	Christian		Buddhist		Hindu		Jewish		Muslim		Sikh		Other religion		No religion		Religion not stated	
<b>Lloegr &amp; Cymru / England &amp; Wales</b>	56,075,912	33,243,175	59.3%	247,743	0.4%	816,633	1.5%	263,346	0.5%	2,706,066	4.8%	423,158	0.8%	240,530	0.4%	14,097,229	25.1%	4,038,032	7.2%
<b>Cymru / Wales</b>	3,063,456	1,763,299	57.6%	9,117	0.3%	10,434	0.3%	2,064	0.1%	45,950	1.5%	2,962	0.1%	12,705	0.4%	982,997	32.1%	233,928	7.6%
<b>Gwynedd</b>	121,874	72,503	59.5%	426	0.3%	238	0.2%	55	0.0%	1,378	1.1%	39	0.0%	637	0.5%	36,163	29.7%	10,435	8.6%
<b>Arfon</b>	60,573	33,694	55.6%	244	0.4%	199	0.3%	33	0.1%	1,173	1.9%	26	0.0%	309	0.5%	19,678	32.5%	5,217	8.6%
<b>Dwyfor</b>	27,725	17,903	64.6%	89	0.3%	20	0.1%	9	0.0%	109	0.4%	4	0.0%	114	0.4%	7,152	25.8%	2,325	8.4%
<b>Meirionnydd</b>	33,576	20,906	62.3%	93	0.3%	19	0.1%	13	0.0%	96	0.3%	9	0.0%	214	0.6%	9,333	27.8%	2,893	8.6%
Aberdaron	965	642	66.5%	5	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	1.0%	210	21.8%	98	10.2%
Aberdyfi (Aberdovey)	1,282	851	66.4%	1	0.1%	1	0.1%	2	0.2%	4	0.3%	1	0.1%	6	0.5%	311	24.3%	105	8.2%
Abererch	1,354	931	68.8%	5	0.4%	0	0.0%	1	0.1%	10	0.7%	0	0.0%	0	0.0%	331	24.4%	76	5.6%
Abermaw (Barmouth)	2,522	1,404	55.7%	13	0.5%	7	0.3%	1	0.0%	20	0.8%	1	0.0%	14	0.6%	872	34.6%	190	7.5%
Abersoch	783	547	69.9%	0	0.0%	0	0.0%	0	0.0%	5	0.6%	0	0.0%	4	0.5%	167	21.3%	60	7.7%
Arllechwedd	1,398	821	58.7%	7	0.5%	0	0.0%	1	0.1%	7	0.5%	0	0.0%	11	0.8%	433	31.0%	118	8.4%
Bala	1,974	1,279	64.8%	1	0.1%	0	0.0%	0	0.0%	4	0.2%	1	0.1%	6	0.3%	496	25.1%	187	9.5%
Bethel	1,395	951	68.2%	0	0.0%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	338	24.2%	104	7.5%
Bontnewydd	1,162	767	66.0%	4	0.3%	0	0.0%	0	0.0%	12	1.0%	0	0.0%	6	0.5%	291	25.0%	82	7.1%
Botwnnog	996	624	62.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%	282	28.3%	88	8.8%
Bowydd & Rhiw	1,878	979	52.1%	3	0.2%	0	0.0%	2	0.1%	7	0.4%	0	0.0%	15	0.8%	689	36.7%	183	9.7%
Brithdir & Llanfachreth/Ganllwyd/Llanelltyd	1,444	971	67.2%	6	0.4%	0	0.0%	1	0.1%	2	0.1%	0	0.0%	8	0.6%	350	24.2%	106	7.3%
Bryn-crug/Llanfihangel	961	642	66.8%	0	0.0%	1	0.1%	0	0.0%	3	0.3%	0	0.0%	5	0.5%	226	23.5%	84	8.7%
Cadnant	2,060	1,190	57.8%	4	0.2%	1	0.0%	0	0.0%	10	0.5%	0	0.0%	4	0.2%	647	31.4%	204	9.9%
Clynnog	997	600	60.2%	5	0.5%	0	0.0%	1	0.1%	2	0.2%	0	0.0%	2	0.2%	294	29.5%	93	9.3%
Corris/Mawddwy	1,345	671	49.9%	8	0.6%	0	0.0%	2	0.1%	0	0.0%	0	0.0%	19	1.4%	468	34.8%	177	13.2%
Criccieth	1,753	1,176	67.1%	11	0.6%	0	0.0%	0	0.0%	7	0.4%	0	0.0%	11	0.6%	390	22.2%	158	9.0%
Cwm-y-Glo	995	538	54.1%	4	0.4%	0	0.0%	0	0.0%	12	1.2%	0	0.0%	7	0.7%	340	34.2%	94	9.4%
Deiniol	1,839	664	36.1%	18	1.0%	25	1.4%	1	0.1%	153	8.3%	0	0.0%	21	1.1%	840	45.7%	117	6.4%
Deiniolen	1,909	1,004	52.6%	9	0.5%	2	0.1%	3	0.2%	4	0.2%	0	0.0%	19	1.0%	644	33.7%	224	11.7%
Dewi	1,849	1,039	56.2%	4	0.2%	14	0.8%	2	0.1%	139	7.5%	5	0.3%	8	0.4%	498	26.9%	140	7.6%
Diffwys & Maenofferen	1,126	674	59.9%	0	0.0%	0	0.0%	1	0.1%	9	0.8%	0	0.0%	3	0.3%	342	30.4%	97	8.6%
Dolbenmaen	1,219	693	56.8%	2	0.2%	0	0.0%	0	0.0%	2	0.2%	1	0.1%	17	1.4%	380	31.2%	124	10.2%
Gogledd Dolgellau North	1,204	738	61.3%	2	0.2%	2	0.2%	0	0.0%	1	0.1%	0	0.0%	3	0.2%	345	28.7%	113	9.4%
De Dolgellau South	1,484	958	64.6%	0	0.0%	0	0.0%	0	0.0%	10	0.7%	0	0.0%	12	0.8%	395	26.6%	109	7.3%
Dyffryn Ardudwy	1,540	1,027	66.7%	2	0.1%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	5	0.3%	376	24.4%	129	8.4%
Efail-newydd/Buan	1,275	831	65.2%	1	0.1%	0	0.0%	0	0.0%	3	0.2%	0	0.0%	4	0.3%	336	26.4%	100	7.8%
Garth	997	458	45.9%	4	0.4%	3	0.3%	0	0.0%	32	3.2%	1	0.1%	9	0.9%	397	39.8%	93	9.3%
Gerlan	2,380	1,173	49.3%	13	0.5%	6	0.3%	0	0.0%	7	0.3%	0	0.0%	16	0.7%	916	38.5%	249	10.5%
Glyder	1,777	1,078	60.7%	8	0.5%	7	0.4%	4	0.2%	70	3.9%	0	0.0%	1	0.1%	462	26.0%	147	8.3%
Groeslon	1,695	1,145	67.6%	2	0.1%	0	0.0%	1	0.1%	0	0.0%	0	0.0%	8	0.5%	415	24.5%	124	7.3%
Harlech	1,997	1,180	59.1%	4	0.2%	1	0.1%	0	0.0%	4	0.2%	1	0.1%	21	1.1%	589	29.5%	197	9.9%
Hendre	1,496	778	52.0%	13	0.9%	3	0.2%	0	0.0%	50	3.3%	0	0.0%	8	0.5%	532	35.6%	112	7.5%
Hirael	1,706	832	48.8%	6	0.4%	5	0.3%	0	0.0%	118	6.9%	2	0.1%	10	0.6%	584	34.2%	149	8.7%
Llanaelhaearn	1,683	1,025	60.9%	2	0.1%	0	0.0%	0	0.0%	2	0.1%	0	0.0%	8	0.5%	490	29.1%	156	9.3%

Llanbedr	1,098	727	66.2%	3	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.4%	263	24.0%	101	9.2%
Llanbedrog	1,002	707	70.6%	7	0.7%	0	0.0%	0	0.0%	12	1.2%	0	0.0%	6	0.6%	194	19.4%	76	7.6%
Llanberis	2,026	1,154	57.0%	4	0.2%	2	0.1%	0	0.0%	8	0.4%	0	0.0%	14	0.7%	631	31.1%	213	10.5%
Llandderfel	1,511	1,110	73.5%	6	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.2%	299	19.8%	93	6.2%
Llanengan	1,206	799	66.3%	4	0.3%	0	0.0%	0	0.0%	8	0.7%	0	0.0%	2	0.2%	289	24.0%	104	8.6%
Llangelynnin	2,007	1,250	62.3%	10	0.5%	2	0.1%	0	0.0%	6	0.3%	0	0.0%	10	0.5%	555	27.7%	174	8.7%
Llanllyfni	1,256	665	52.9%	3	0.2%	1	0.1%	1	0.1%	0	0.0%	0	0.0%	3	0.2%	434	34.6%	149	11.9%
Llanrug	1,916	1,277	66.6%	7	0.4%	0	0.0%	0	0.0%	5	0.3%	0	0.0%	5	0.3%	468	24.4%	154	8.0%
Llanuwchllyn	877	638	72.7%	1	0.1%	0	0.0%	1	0.1%	0	0.0%	0	0.0%	1	0.1%	147	16.8%	89	10.1%
Llanwnda	1,994	1,254	62.9%	2	0.1%	1	0.1%	1	0.1%	1	0.1%	0	0.0%	1	0.1%	538	27.0%	196	9.8%
Llanystumdwy	2,080	1,412	67.9%	7	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.3%	485	23.3%	169	8.1%
Marchog	2,566	1,400	54.6%	6	0.2%	11	0.4%	1	0.0%	30	1.2%	0	0.0%	10	0.4%	873	34.0%	235	9.2%
Menai (Bangor)	4,128	1,569	38.0%	41	1.0%	28	0.7%	4	0.1%	154	3.7%	6	0.1%	42	1.0%	2,027	49.1%	257	6.2%
Menai (Caernarfon)	2,196	1,484	67.6%	4	0.2%	7	0.3%	1	0.0%	19	0.9%	0	0.0%	6	0.3%	502	22.9%	173	7.9%
Morfa Nefyn	1,229	817	66.5%	2	0.2%	4	0.3%	0	0.0%	0	0.0%	0	0.0%	5	0.4%	287	23.4%	114	9.3%
Nefyn	1,373	859	62.6%	0	0.0%	0	0.0%	1	0.1%	6	0.4%	0	0.0%	4	0.3%	344	25.1%	159	11.6%
Ogwen	2,355	1,414	60.0%	19	0.8%	0	0.0%	1	0.0%	5	0.2%	1	0.0%	10	0.4%	664	28.2%	241	10.2%
Pebblig (Caernarfon)	2,321	1,111	47.9%	3	0.1%	8	0.3%	1	0.0%	11	0.5%	0	0.0%	2	0.1%	987	42.5%	198	8.5%
Penisarwaun	1,768	1,018	57.6%	9	0.5%	2	0.1%	0	0.0%	1	0.1%	0	0.0%	15	0.8%	585	33.1%	138	7.8%
Penrhyndeudraeth	2,587	1,495	57.8%	10	0.4%	0	0.0%	1	0.0%	1	0.0%	1	0.0%	18	0.7%	838	32.4%	223	8.6%
Pentir	2,450	1,502	61.3%	10	0.4%	55	2.2%	2	0.1%	164	6.7%	1	0.0%	18	0.7%	530	21.6%	168	6.9%
Penygroes	1,793	1,038	57.9%	5	0.3%	1	0.1%	0	0.0%	1	0.1%	0	0.0%	3	0.2%	557	31.1%	188	10.5%
Dwyrain Porthmadog East	1,775	1,123	63.3%	8	0.5%	3	0.2%	0	0.0%	8	0.5%	2	0.1%	5	0.3%	467	26.3%	159	9.0%
Gorllewin Porthmadog West	1,732	1,201	69.3%	18	1.0%	1	0.1%	1	0.1%	3	0.2%	0	0.0%	10	0.6%	399	23.0%	99	5.7%
Porthmadog-Tremadog	1,257	748	59.5%	4	0.3%	1	0.1%	1	0.1%	0	0.0%	0	0.0%	9	0.7%	389	30.9%	105	8.4%
Gogledd Pwllheli North	2,190	1,372	62.6%	5	0.2%	8	0.4%	1	0.0%	5	0.2%	1	0.0%	4	0.2%	641	29.3%	153	7.0%
De Pwllheli South	1,886	1,162	61.6%	2	0.1%	3	0.2%	3	0.2%	7	0.4%	0	0.0%	4	0.2%	577	30.6%	128	6.8%
Seiont	3,038	1,844	60.7%	12	0.4%	3	0.1%	2	0.1%	42	1.4%	1	0.0%	4	0.1%	873	28.7%	257	8.5%
Talysarn	1,930	1,000	51.8%	7	0.4%	5	0.3%	0	0.0%	13	0.7%	0	0.0%	13	0.7%	731	37.9%	161	8.3%
Teigl	1,871	1,089	58.2%	5	0.3%	0	0.0%	0	0.0%	10	0.5%	0	0.0%	13	0.7%	582	31.1%	172	9.2%
Trawsfynydd	1,604	1,104	68.8%	10	0.6%	0	0.0%	0	0.0%	1	0.1%	0	0.0%	12	0.7%	365	22.8%	112	7.0%
Tregarth & Mynydd Llandygai	2,218	1,194	53.8%	5	0.2%	0	0.0%	1	0.0%	0	0.0%	0	0.0%	13	0.6%	785	35.4%	220	9.9%
Tudweiliog	970	634	65.4%	1	0.1%	0	0.0%	0	0.0%	29	3.0%	0	0.0%	0	0.0%	200	20.6%	106	10.9%
Tywyn	3,264	2,119	64.9%	8	0.2%	4	0.1%	2	0.1%	14	0.4%	4	0.1%	36	1.1%	825	25.3%	252	7.7%
Waunfawr	1,676	987	58.9%	3	0.2%	0	0.0%	3	0.2%	1	0.1%	0	0.0%	9	0.5%	531	31.7%	142	8.5%
Y Felinheli	2,284	1,345	58.9%	8	0.4%	8	0.4%	3	0.1%	104	4.6%	9	0.4%	12	0.5%	625	27.4%	170	7.4%

# Cyfrifiad 2011 - Ystadegau i Wynedd Crefydd

Diweddarwyd Chwefror 2013

Cynhyrchir gan yr Uned Ymchwil Corfforaethol, Cyngor Gwynedd  
Mwy o wybodaeth - ffoniwch 01286 679043

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Ffynhonnell: Swyddfa Ystadegau Gwladol (h) Hawlfraint y Goron 2013  
Cyfrifiad 2011, Tabl KS209EW

Gall yr ystadegau hyn gael eu defnyddio o dan delerau'r Drwydded Llywodraeth Agored.  
<http://www.nationalarchives.gov.uk/doc/open-government-licence/>

# 2011 Census - Statistics for Gwynedd Religion

Last updated February 2013

Produced by the Corporate Research Unit, Gwynedd Council.  
Further information - phone 01286 679043

[research@gwynedd.gov.uk](mailto:research@gwynedd.gov.uk)  
[www.gwynedd.gov.uk/research](http://www.gwynedd.gov.uk/research)

Source: Office for National Statistics © Crown Copyright 2013  
2011 Census, Table KS209EW

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[Nol i dudalennau nodiadau](#)

[Back to notes page](#)

Page 120

	<b>Pob preswylydd arferol</b>	Cristnogaeth		Bwdhaeth		Hindwaeth		Iddewiaeth		Islam		Siciaeth		Crefydd arall		Dim crefydd		Heb nodi crefydd	
	<b>All usual residents</b>	Christian		Buddhist		Hindu		Jewish		Muslim		Sikh		Other religion		No religion		Religion not stated	
<b>Lloegr &amp; Cymru / England &amp; Wales</b>	56,075,912	33,243,175	59.3%	247,743	0.4%	816,633	1.5%	263,346	0.5%	2,706,066	4.8%	423,158	0.8%	240,530	0.4%	14,097,229	25.1%	4,038,032	7.2%
<b>Cymru / Wales</b>	3,063,456	1,763,299	57.6%	9,117	0.3%	10,434	0.3%	2,064	0.1%	45,950	1.5%	2,962	0.1%	12,705	0.4%	982,997	32.1%	233,928	7.6%
<b>Gwynedd</b>	121,874	72,503	59.5%	426	0.3%	238	0.2%	55	0.0%	1,378	1.1%	39	0.0%	637	0.5%	36,163	29.7%	10,435	8.6%
<b>Arfon</b>	60,573	33,694	55.6%	244	0.4%	199	0.3%	33	0.1%	1,173	1.9%	26	0.0%	309	0.5%	19,678	32.5%	5,217	8.6%
<b>Dwyfor</b>	27,725	17,903	64.6%	89	0.3%	20	0.1%	9	0.0%	109	0.4%	4	0.0%	114	0.4%	7,152	25.8%	2,325	8.4%
<b>Meirionnydd</b>	33,576	20,906	62.3%	93	0.3%	19	0.1%	13	0.0%	96	0.3%	9	0.0%	214	0.6%	9,333	27.8%	2,893	8.6%
Abererch	1,354	931	68.8%	5	0.4%	0	0.0%	1	0.1%	10	0.7%	0	0.0%	0	0.0%	331	24.4%	76	5.6%
Abermaw (Barmouth) 1	1,380	819	59.3%	5	0.4%	7	0.5%	1	0.1%	12	0.9%	1	0.1%	5	0.4%	420	30.4%	110	8.0%
Abermaw (Barmouth) 2	1,142	585	51.2%	8	0.7%	0	0.0%	0	0.0%	8	0.7%	0	0.0%	9	0.8%	452	39.6%	80	7.0%
Arllechwedd	1,398	821	58.7%	7	0.5%	0	0.0%	1	0.1%	7	0.5%	0	0.0%	11	0.8%	433	31.0%	118	8.4%
Bala	1,974	1,279	64.8%	1	0.1%	0	0.0%	0	0.0%	4	0.2%	1	0.1%	6	0.3%	496	25.1%	187	9.5%
Bethel & Cwm-y-Glo 1	1,171	805	68.7%	0	0.0%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	280	23.9%	84	7.2%
Bethel & Cwm-y-Glo 2	1,219	684	56.1%	4	0.3%	0	0.0%	0	0.0%	12	1.0%	0	0.0%	7	0.6%	398	32.6%	114	9.4%
Bontnewydd	1,162	767	66.0%	4	0.3%	0	0.0%	0	0.0%	12	1.0%	0	0.0%	6	0.5%	291	25.0%	82	7.1%
Bowydd & Rhiw	1,878	979	52.1%	3	0.2%	0	0.0%	2	0.1%	7	0.4%	0	0.0%	15	0.8%	689	36.7%	183	9.7%
Brithdir & Llanfachreth/Ganllwyd/Llanelltyd	1,444	971	67.2%	6	0.4%	0	0.0%	1	0.1%	2	0.1%	0	0.0%	8	0.6%	350	24.2%	106	7.3%
Cadnant	2,060	1,190	57.8%	4	0.2%	1	0.0%	0	0.0%	10	0.5%	0	0.0%	4	0.2%	647	31.4%	204	9.9%
Corris/Mawddwy	1,345	671	49.9%	8	0.6%	0	0.0%	2	0.1%	0	0.0%	0	0.0%	19	1.4%	468	34.8%	177	13.2%
Criccieth	1,753	1,176	67.1%	11	0.6%	0	0.0%	0	0.0%	7	0.4%	0	0.0%	11	0.6%	390	22.2%	158	9.0%
Deiniol	1,839	664	36.1%	18	1.0%	25	1.4%	1	0.1%	153	8.3%	0	0.0%	21	1.1%	840	45.7%	117	6.4%
Deiniolen	1,909	1,004	52.6%	9	0.5%	2	0.1%	3	0.2%	4	0.2%	0	0.0%	19	1.0%	644	33.7%	224	11.7%
Dewi	1,849	1,039	56.2%	4	0.2%	14	0.8%	2	0.1%	139	7.5%	5	0.3%	8	0.4%	498	26.9%	140	7.6%
Diffwys & Maenofferen	1,126	674	59.9%	0	0.0%	0	0.0%	1	0.1%	9	0.8%	0	0.0%	3	0.3%	342	30.4%	97	8.6%
Dolbenmaen	1,219	693	56.8%	2	0.2%	0	0.0%	0	0.0%	2	0.2%	1	0.1%	17	1.4%	380	31.2%	124	10.2%
Gogledd Dolgellau North	1,204	738	61.3%	2	0.2%	2	0.2%	0	0.0%	1	0.1%	0	0.0%	3	0.2%	345	28.7%	113	9.4%
De Dolgellau South	1,484	958	64.6%	0	0.0%	0	0.0%	0	0.0%	10	0.7%	0	0.0%	12	0.8%	395	26.6%	109	7.3%
Dyffryn Ardudwy	1,540	1,027	66.7%	2	0.1%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	5	0.3%	376	24.4%	129	8.4%
Efail-newydd/Buan	1,275	831	65.2%	1	0.1%	0	0.0%	0	0.0%	3	0.2%	0	0.0%	4	0.3%	336	26.4%	100	7.8%
Gerlan	2,380	1,173	49.3%	13	0.5%	6	0.3%	0	0.0%	7	0.3%	0	0.0%	16	0.7%	916	38.5%	249	10.5%
Glyder	1,777	1,078	60.7%	8	0.5%	7	0.4%	4	0.2%	70	3.9%	0	0.0%	1	0.1%	462	26.0%	147	8.3%
Groeslon	1,695	1,145	67.6%	2	0.1%	0	0.0%	1	0.1%	0	0.0%	0	0.0%	8	0.5%	415	24.5%	124	7.3%
Harlech	1,997	1,180	59.1%	4	0.2%	1	0.1%	0	0.0%	4	0.2%	1	0.1%	21	1.1%	589	29.5%	197	9.9%
Hendre	1,496	778	52.0%	13	0.9%	3	0.2%	0	0.0%	50	3.3%	0	0.0%	8	0.5%	532	35.6%	112	7.5%
Hirael & Garth 1	1,316	646	49.1%	4	0.3%	3	0.2%	0	0.0%	41	3.1%	1	0.1%	11	0.8%	489	37.2%	121	9.2%
Hirael & Garth 2	1,387	644	46.4%	6	0.4%	5	0.4%	0	0.0%	109	7.9%	2	0.1%	8	0.6%	492	35.5%	121	8.7%
Llanaelhaearn	1,683	1,025	60.9%	2	0.1%	0	0.0%	0	0.0%	2	0.1%	0	0.0%	8	0.5%	490	29.1%	156	9.3%
Llanbedr	1,098	727	66.2%	3	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.4%	263	24.0%	101	9.2%
Llanbedrog & Abersoch	1,785	1,254	70.3%	7	0.4%	0	0.0%	0	0.0%	17	1.0%	0	0.0%	10	0.6%	361	20.2%	136	7.6%
Llanberis	2,026	1,154	57.0%	4	0.2%	2	0.1%	0	0.0%	8	0.4%	0	0.0%	14	0.7%	631	31.1%	213	10.5%
Llandderfel & Llanuwchllyn 1	1,095	798	72.9%	4	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.3%	224	20.5%	66	6.0%
Llandderfel & Llanuwchllyn 2	1,293	950	73.5%	3	0.2%	0	0.0%	1	0.1%	0	0.0%	0	0.0%	1	0.1%	222	17.2%	116	9.0%

Llanengan	1,206	799	66.3%	4	0.3%	0	0.0%	0	0.0%	8	0.7%	0	0.0%	2	0.2%	289	24.0%	104	8.6%
Llangelynin	2,007	1,250	62.3%	10	0.5%	2	0.1%	0	0.0%	6	0.3%	0	0.0%	10	0.5%	555	27.7%	174	8.7%
Llanllyfni & Clynnog	2,253	1,265	56.1%	8	0.4%	1	0.0%	2	0.1%	2	0.1%	0	0.0%	5	0.2%	728	32.3%	242	10.7%
Llanrug	1,916	1,277	66.6%	7	0.4%	0	0.0%	0	0.0%	5	0.3%	0	0.0%	5	0.3%	468	24.4%	154	8.0%
Llanwnda	1,994	1,254	62.9%	2	0.1%	1	0.1%	1	0.1%	1	0.1%	0	0.0%	1	0.1%	538	27.0%	196	9.8%
Llanystumdwy	2,080	1,412	67.9%	7	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.3%	485	23.3%	169	8.1%
Marchog 1	1,426	825	57.9%	4	0.3%	4	0.3%	1	0.1%	15	1.1%	0	0.0%	5	0.4%	434	30.4%	138	9.7%
Marchog 2	1,140	575	50.4%	2	0.2%	7	0.6%	0	0.0%	15	1.3%	0	0.0%	5	0.4%	439	38.5%	97	8.5%
Menai (Bangor)	4,128	1,569	38.0%	41	1.0%	28	0.7%	4	0.1%	154	3.7%	6	0.1%	42	1.0%	2,027	49.1%	257	6.2%
Menai (Caernarfon)	2,196	1,484	67.6%	4	0.2%	7	0.3%	1	0.0%	19	0.9%	0	0.0%	6	0.3%	502	22.9%	173	7.9%
Morfa Nefyn	1,229	817	66.5%	2	0.2%	4	0.3%	0	0.0%	0	0.0%	0	0.0%	5	0.4%	287	23.4%	114	9.3%
Nefyn	1,373	859	62.6%	0	0.0%	0	0.0%	1	0.1%	6	0.4%	0	0.0%	4	0.3%	344	25.1%	159	11.6%
Ogwen 1	1,245	745	59.8%	11	0.9%	0	0.0%	0	0.0%	3	0.2%	0	0.0%	8	0.6%	350	28.1%	128	10.3%
Ogwen 2	1,110	669	60.3%	8	0.7%	0	0.0%	1	0.1%	2	0.2%	1	0.1%	2	0.2%	314	28.3%	113	10.2%
Peblig	2,321	1,111	47.9%	3	0.1%	8	0.3%	1	0.0%	11	0.5%	0	0.0%	2	0.1%	987	42.5%	198	8.5%
Penisarwaun	1,768	1,018	57.6%	9	0.5%	2	0.1%	0	0.0%	1	0.1%	0	0.0%	15	0.8%	585	33.1%	138	7.8%
Penrhyndeudraeth 1	1,054	573	54.4%	9	0.9%	0	0.0%	0	0.0%	1	0.1%	0	0.0%	7	0.7%	372	35.3%	92	8.7%
Penrhyndeudraeth 2	1,533	922	60.1%	1	0.1%	0	0.0%	1	0.1%	0	0.0%	1	0.1%	11	0.7%	466	30.4%	131	8.5%
Pentir 1	1,217	728	59.8%	8	0.7%	45	3.7%	2	0.2%	123	10.1%	1	0.1%	6	0.5%	235	19.3%	69	5.7%
Pentir 2	1,233	774	62.8%	2	0.2%	10	0.8%	0	0.0%	41	3.3%	0	0.0%	12	1.0%	295	23.9%	99	8.0%
Penygroes	1,793	1,038	57.9%	5	0.3%	1	0.1%	0	0.0%	1	0.1%	0	0.0%	3	0.2%	557	31.1%	188	10.5%
Dwyrain Porthmadog East	1,775	1,123	63.3%	8	0.5%	3	0.2%	0	0.0%	8	0.5%	2	0.1%	5	0.3%	467	26.3%	159	9.0%
Gorllewin Porthmadog West	1,732	1,201	69.3%	18	1.0%	1	0.1%	1	0.1%	3	0.2%	0	0.0%	10	0.6%	399	23.0%	99	5.7%
Porthmadog - Tremadog	1,257	748	59.5%	4	0.3%	1	0.1%	1	0.1%	0	0.0%	0	0.0%	9	0.7%	389	30.9%	105	8.4%
Gogledd Pwllheli North	2,190	1,372	62.6%	5	0.2%	8	0.4%	1	0.0%	5	0.2%	1	0.0%	4	0.2%	641	29.3%	153	7.0%
De Pwllheli South	1,886	1,162	61.6%	2	0.1%	3	0.2%	3	0.2%	7	0.4%	0	0.0%	4	0.2%	577	30.6%	128	6.8%
Seiont 1	1,506	960	63.7%	2	0.1%	0	0.0%	0	0.0%	11	0.7%	0	0.0%	2	0.1%	427	28.4%	104	6.9%
Seiont 2	1,532	884	57.7%	10	0.7%	3	0.2%	2	0.1%	31	2.0%	1	0.1%	2	0.1%	446	29.1%	153	10.0%
Talysarn	1,930	1,000	51.8%	7	0.4%	5	0.3%	0	0.0%	13	0.7%	0	0.0%	13	0.7%	731	37.9%	161	8.3%
Teigl	1,871	1,089	58.2%	5	0.3%	0	0.0%	0	0.0%	10	0.5%	0	0.0%	13	0.7%	582	31.1%	172	9.2%
Trawsfynydd	1,604	1,104	68.8%	10	0.6%	0	0.0%	0	0.0%	1	0.1%	0	0.0%	12	0.7%	365	22.8%	112	7.0%
Tregarth & Mynydd Llandygai	2,218	1,194	53.8%	5	0.2%	0	0.0%	1	0.0%	0	0.0%	0	0.0%	13	0.6%	785	35.4%	220	9.9%
Tywyn 1	1,685	1,171	69.5%	7	0.4%	0	0.0%	1	0.1%	5	0.3%	3	0.2%	17	1.0%	370	22.0%	111	6.6%
Tywyn 2	1,579	948	60.0%	1	0.1%	4	0.3%	1	0.1%	9	0.6%	1	0.1%	19	1.2%	455	28.8%	141	8.9%
Waunfawr	1,676	987	58.9%	3	0.2%	0	0.0%	3	0.2%	1	0.1%	0	0.0%	9	0.5%	531	31.7%	142	8.5%
Y Felinheli	2,284	1,345	58.9%	8	0.4%	8	0.4%	3	0.1%	104	4.6%	9	0.4%	12	0.5%	625	27.4%	170	7.4%
Aberdaron, Botwnnog & Tudweiliog	2,931	1,900	64.8%	6	0.2%	0	0.0%	0	0.0%	29	1.0%	0	0.0%	12	0.4%	692	23.6%	292	10.0%
Aberdyfi (Aberdovey) & Bryn-crug/Llanfihangel	2,243	1,493	66.6%	1	0.0%	2	0.1%	2	0.1%	7	0.3%	1	0.0%	11	0.5%	537	23.9%	189	8.4%

## Cyfrifiad 2011 - Ystadegau i Wynedd Crefydd

Diweddarwyd Chwefror 2013

Cynhyrchir gan yr Uned Ymchwil Corfforaethol, Cyngor Gwynedd  
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Ffynhonnell: Swyddfa Ystadegau Gwladol (h) Hawlfraint y Goron 2013  
Cyfrifiad 2011, Tabl KS209EW

Gall yr ystadegau hyn gael eu defnyddio o dan delerau'r Drwydded Llywodraeth Agored.  
<http://www.nationalarchives.gov.uk/doc/open-government-licence/>

## 2011 Census - Statistics for Gwynedd Religion

Last updated February 2013

Produced by the Corporate Research Unit, Gwynedd Council.  
Further information - phone 01286 679043

[research@gwynedd.gov.uk](mailto:research@gwynedd.gov.uk)  
[www.gwynedd.gov.uk/research](http://www.gwynedd.gov.uk/research)

Source: Office for National Statistics © Crown Copyright 2013  
2011 Census, Table KS209EW

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[Nol i dudalennau nodiadau](#)

[Back to notes page](#)

Page 122

	<b>Pob preswylydd arferol</b> All usual residents	Cristnogaeth Christian		Bwdhaeth Buddhist		Hindwaeth Hindu		Iddewiaeth Jewish		Islam Muslim		Siciaeth Sikh		Crefydd arall Other religion		Dim crefydd No religion		Heb nodi crefydd Religion not stated	
<b>Lloegr &amp; Cymru / England &amp; Wales</b>	56,075,912	33,243,175	59.3%	247,743	0.4%	816,633	1.5%	263,346	0.5%	2,706,066	4.8%	423,158	0.8%	240,530	0.4%	14,097,229	25.1%	4,038,032	7.2%
<b>Cymru / Wales</b>	3,063,456	1,763,299	57.6%	9,117	0.3%	10,434	0.3%	2,064	0.1%	45,950	1.5%	2,962	0.1%	12,705	0.4%	982,997	32.1%	233,928	7.6%
<b>Gwynedd</b>	121,874	72,503	59.5%	426	0.3%	238	0.2%	55	0.0%	1,378	1.1%	39	0.0%	637	0.5%	36,163	29.7%	10,435	8.6%
<b>Arfon</b>	60,573	33,694	55.6%	244	0.4%	199	0.3%	33	0.1%	1,173	1.9%	26	0.0%	309	0.5%	19,678	32.5%	5,217	8.6%
<b>Dwyfor</b>	27,725	17,903	64.6%	89	0.3%	20	0.1%	9	0.0%	109	0.4%	4	0.0%	114	0.4%	7,152	25.8%	2,325	8.4%
<b>Meirionnydd</b>	33,576	20,906	62.3%	93	0.3%	19	0.1%	13	0.0%	96	0.3%	9	0.0%	214	0.6%	9,333	27.8%	2,893	8.6%
Aber	240	138	57.5%	3	1.3%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	4	1.7%	80	33.3%	14	5.8%
Aberdaron	965	642	66.5%	5	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	1.0%	210	21.8%	98	10.2%
Aberdovey	878	589	67.1%	0	0.0%	1	0.1%	2	0.2%	0	0.0%	0	0.0%	6	0.7%	207	23.6%	73	8.3%
Arthog	1,031	606	58.8%	8	0.8%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	302	29.3%	113	11.0%
Bala	1,974	1,279	64.8%	1	0.1%	0	0.0%	0	0.0%	4	0.2%	1	0.1%	6	0.3%	496	25.1%	187	9.5%
Bangor	16,358	7,818	47.8%	100	0.6%	96	0.6%	12	0.1%	746	4.6%	14	0.1%	109	0.7%	6,213	38.0%	1,250	7.6%
Barmouth	2,522	1,404	55.7%	13	0.5%	7	0.3%	1	0.0%	20	0.8%	1	0.0%	14	0.6%	872	34.6%	190	7.5%
Beddgelert	455	249	54.7%	0	0.0%	1	0.2%	1	0.2%	0	0.0%	0	0.0%	3	0.7%	153	33.6%	48	10.5%
Bethesda	4,735	2,587	54.6%	32	0.7%	6	0.1%	1	0.0%	12	0.3%	1	0.0%	26	0.5%	1,580	33.4%	490	10.3%
Betws Garmon	249	119	47.8%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	108	43.4%	21	8.4%
Bontnewydd	1,162	767	66.0%	4	0.3%	0	0.0%	0	0.0%	12	1.0%	0	0.0%	6	0.5%	291	25.0%	82	7.1%
Botwnnog	996	624	62.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%	282	28.3%	88	8.8%
Brithdir and Llanfachreth	751	505	67.2%	1	0.1%	0	0.0%	0	0.0%	2	0.3%	0	0.0%	4	0.5%	177	23.6%	62	8.3%
Bryn-crug	622	418	67.2%	0	0.0%	1	0.2%	0	0.0%	0	0.0%	0	0.0%	2	0.3%	143	23.0%	58	9.3%
Buan	484	307	63.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.4%	137	28.3%	38	7.9%
Caernarfon	9,615	5,629	58.5%	23	0.2%	19	0.2%	4	0.0%	82	0.9%	1	0.0%	16	0.2%	3,009	31.3%	832	8.7%
Clynnog	997	600	60.2%	5	0.5%	0	0.0%	1	0.1%	2	0.2%	0	0.0%	2	0.2%	294	29.5%	93	9.3%
Corris	723	300	41.5%	4	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	1.8%	308	42.6%	98	13.6%
Criccieth	1,753	1,176	67.1%	11	0.6%	0	0.0%	0	0.0%	7	0.4%	0	0.0%	11	0.6%	390	22.2%	158	9.0%
Dolbenmaen	1,343	766	57.0%	2	0.1%	0	0.0%	0	0.0%	2	0.1%	1	0.1%	18	1.3%	418	31.1%	136	10.1%
Dolgellau	2,688	1,696	63.1%	2	0.1%	2	0.1%	0	0.0%	11	0.4%	0	0.0%	15	0.6%	740	27.5%	222	8.3%
Dyffryn Ardudwy	1,540	1,027	66.7%	2	0.1%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	5	0.3%	376	24.4%	129	8.4%
Ffestiniog	4,875	2,742	56.2%	8	0.2%	0	0.0%	3	0.1%	26	0.5%	0	0.0%	31	0.6%	1,613	33.1%	452	9.3%
Ganllwyd	179	109	60.9%	1	0.6%	0	0.0%	1	0.6%	0	0.0%	0	0.0%	1	0.6%	50	27.9%	17	9.5%
Harlech	1,447	800	55.3%	2	0.1%	1	0.1%	0	0.0%	4	0.3%	1	0.1%	19	1.3%	476	32.9%	144	10.0%
Llanaelhaearn	1,117	684	61.2%	2	0.2%	0	0.0%	0	0.0%	1	0.1%	0	0.0%	3	0.3%	316	28.3%	111	9.9%
Llanbedr	645	409	63.4%	3	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.3%	167	25.9%	64	9.9%
Llanbedrog	1,002	707	70.6%	7	0.7%	0	0.0%	0	0.0%	12	1.2%	0	0.0%	6	0.6%	194	19.4%	76	7.6%
Llanberis	2,026	1,154	57.0%	4	0.2%	2	0.1%	0	0.0%	8	0.4%	0	0.0%	14	0.7%	631	31.1%	213	10.5%
Llanddeiniolen	5,072	2,973	58.6%	18	0.4%	5	0.1%	3	0.1%	5	0.1%	0	0.0%	35	0.7%	1,567	30.9%	466	9.2%
Llandderfel	1,095	798	72.9%	4	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.3%	224	20.5%	66	6.0%
Llandwrog	2,539	1,591	62.7%	4	0.2%	0	0.0%	1	0.0%	6	0.2%	0	0.0%	13	0.5%	726	28.6%	198	7.8%
Llandygai	2,487	1,339	53.8%	7	0.3%	0	0.0%	2	0.1%	0	0.0%	0	0.0%	15	0.6%	880	35.4%	244	9.8%
Llanegryn	303	183	60.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	1.7%	90	29.7%	25	8.3%
Llanelltyd	514	357	69.5%	4	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.6%	123	23.9%	27	5.3%

Llanengan	1,989	1,346	67.7%	4	0.2%	0	0.0%	0	0.0%	13	0.7%	0	0.0%	6	0.3%	456	22.9%	164	8.2%
Llanfair	453	318	70.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.4%	96	21.2%	37	8.2%
Llanfihangel-y-Pennant	339	224	66.1%	0	0.0%	0	0.0%	0	0.0%	3	0.9%	0	0.0%	3	0.9%	83	24.5%	26	7.7%
Llanfrothen	437	200	45.8%	7	1.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	1.6%	180	41.2%	43	9.8%
Llangelynin	673	461	68.5%	2	0.3%	1	0.1%	0	0.0%	6	0.9%	0	0.0%	4	0.6%	163	24.2%	36	5.3%
Llangywer	260	180	69.2%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	45	17.3%	34	13.1%
Llanllechid	889	538	60.5%	2	0.2%	0	0.0%	0	0.0%	6	0.7%	0	0.0%	5	0.6%	258	29.0%	80	9.0%
Llanllyfni	4,135	2,257	54.6%	13	0.3%	7	0.2%	1	0.0%	8	0.2%	0	0.0%	14	0.3%	1,411	34.1%	424	10.3%
Llannor	2,145	1,455	67.8%	6	0.3%	0	0.0%	1	0.0%	13	0.6%	0	0.0%	2	0.1%	530	24.7%	138	6.4%
Llanrug	2,911	1,815	62.3%	11	0.4%	0	0.0%	0	0.0%	17	0.6%	0	0.0%	12	0.4%	808	27.8%	248	8.5%
Llanuwchllyn	617	458	74.2%	0	0.0%	0	0.0%	1	0.2%	0	0.0%	0	0.0%	1	0.2%	102	16.5%	55	8.9%
Llanwnda	1,994	1,254	62.9%	2	0.1%	1	0.1%	1	0.1%	1	0.1%	0	0.0%	1	0.1%	538	27.0%	196	9.8%
Llanycil	416	312	75.0%	2	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	75	18.0%	27	6.5%
Llanystumdwy	2,080	1,412	67.9%	7	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.3%	485	23.3%	169	8.1%
Maentwrog	631	416	65.9%	6	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.8%	164	26.0%	40	6.3%
Mawddwy	622	371	59.6%	4	0.6%	0	0.0%	2	0.3%	0	0.0%	0	0.0%	6	1.0%	160	25.7%	79	12.7%
Nefyn	2,602	1,676	64.4%	2	0.1%	4	0.2%	1	0.0%	6	0.2%	0	0.0%	9	0.3%	631	24.3%	273	10.5%
Pennal	404	262	64.9%	1	0.2%	0	0.0%	0	0.0%	4	1.0%	1	0.2%	0	0.0%	104	25.7%	32	7.9%
Penrhyndeudraeth	2,150	1,295	60.2%	3	0.1%	0	0.0%	1	0.0%	1	0.0%	1	0.0%	11	0.5%	658	30.6%	180	8.4%
Pentir	2,450	1,502	61.3%	10	0.4%	55	2.2%	2	0.1%	164	6.7%	1	0.0%	18	0.7%	530	21.6%	168	6.9%
Pistyll	566	341	60.2%	0	0.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%	5	0.9%	174	30.7%	45	8.0%
Porthmadog	4,185	2,750	65.7%	30	0.7%	4	0.1%	1	0.0%	11	0.3%	2	0.0%	20	0.5%	1,064	25.4%	303	7.2%
Pwllheli	4,076	2,534	62.2%	7	0.2%	11	0.3%	4	0.1%	12	0.3%	1	0.0%	8	0.2%	1,218	29.9%	281	6.9%
Talsarnau	550	380	69.1%	2	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.4%	113	20.5%	53	9.6%
Trawsfynydd	973	688	70.7%	4	0.4%	0	0.0%	0	0.0%	1	0.1%	0	0.0%	7	0.7%	201	20.7%	72	7.4%
Tudweiliog	970	634	65.4%	1	0.1%	0	0.0%	0	0.0%	29	3.0%	0	0.0%	0	0.0%	200	20.6%	106	10.9%
Tywyn	3,264	2,119	64.9%	8	0.2%	4	0.1%	2	0.1%	14	0.4%	4	0.1%	36	1.1%	825	25.3%	252	7.7%
Waunfawr	1,427	868	60.8%	2	0.1%	0	0.0%	3	0.2%	1	0.1%	0	0.0%	9	0.6%	423	29.6%	121	8.5%
Y Felinheli	2,284	1,345	58.9%	8	0.4%	8	0.4%	3	0.1%	104	4.6%	9	0.4%	12	0.5%	625	27.4%	170	7.4%

# Agenda Item 8

<b>MEETING</b>	<b>Gwynedd Council Cabinet</b>
<b>DATE</b>	<b>2 April 2019</b>
<b>CABINET MEMBER</b>	<b>Councillor Gareth Thomas</b>
<b>OFFICER</b>	<b>Garem Jackson</b>
<b>TITLE OF ITEM</b>	<b>Begin local discussions on opening a new primary school in Cricieth</b>

## 1. THE DECISION SOUGHT

- a) To approve permission to begin local discussions to identify options for the construction of a new primary school in Cricieth, because of the poor condition of Ysgol Trefferthyr's existing buildings
- b) To approve the inclusion of Ysgol Llanystumdwy in local discussions.

## 2. INTRODUCTION

### **Ysgol Trefferthyr**

2.1 Ysgol Trefferthyr is located in the centre of Cricieth. The school's capacity is 119 and there are currently 114 pupils between 3 and 11 years on the register (September 2018) in 5 mixed age classes. The majority of the pupils (104) are from Ysgol Trefferthyr's catchment area, with ten additional pupils from other nearby catchment areas. It received an Estyn inspection in 2018, and the five core inspection areas were assessed as "Good". The inspection also noted that the pupils contributed significantly to the community, enthusiastically taking part in local concerts and the Cricieth Festival.

2.2 Ysgol Trefferthyr received a budget allocation of £384,101 in the financial year 2018-19 with a cost per pupil of £3,739.

### **21<sup>st</sup> Century Schools Programme**

2.3 During the first phase of the 21st Century Schools Programme (Band A), Gwynedd Council succeeded in attracting approximately £50m to improve the condition of school buildings thus benefiting the education of the County's children.

2.4 The second phase of the Welsh Government's 21<sup>st</sup> Century Schools Programme (Band B) will begin in April 2019 and will run until 2026. Following a prioritisation exercise based on the Authority's needs and Welsh Government requirements, 5 projects were identified. These formed the application submitted by Gwynedd Council.

2.5 This application identified the need to improve primary provision in Cricieth, as the surveys identified that the condition of Ysgol Trefferthyr's buildings were in category C - namely that the overall defects in the buildings imply that they are in poor condition and that it would be uneconomical to continue to try to maintain these buildings in the future.

## **Cabinet Report 16 June 2018**

- 2.6 Following confirmation of the Welsh Government's financial contribution from the 21st Century Schools Programme (Band B), a report was submitted to Cabinet on 16 June 2018, requesting:
- a) an approval in principle of the initial priorities for Band B of the 21st Century Schools Programme
  - b) to await the result of the process of establishing the Council's Asset Management Plan before adopting the final programme.
- 2.7 Following a discussion on the report, the Cabinet approved both recommendations. The Council's Asset Management Plan has now been adopted, and match funding for Ysgol Trefferthyr is included in the Plan.

### **Engagement Arrangements**

- 2.8 Education Department officers have already held a number of initial meetings with Ysgol Trefferthyr's governing body to outline the need for a discussion on the future of Ysgol Trefferthyr and the arrangements for holding local discussions.
- 2.9 In accordance with the established procedures for engagement processes in Gwynedd, a local panel is being established to provide an opportunity for discussion and to receive local input on the future of education provision in the area. It is also intended to ensure that the discussions during these meetings are further disseminated to other local groups. These panels include representatives of the relevant schools - the headteacher, chair of governors, parent governors, local elected members, and representatives of other appropriate organisations.

## **3. THE REASONS FOR THE NEED TO CONSIDER THE SCHOOL'S FUTURE**

### **Poor condition**

- 3.1 Surveys relating to the condition of Ysgol Trefferthyr's buildings have identified a number of issues which mean that a number of significant defects to the structure will require attention within the next five years. As a result, the school has been designated category C regarding its condition.
- 3.2 A little over 5 years ago, approximately £500k was spent in an attempt to extend the lifespan of the buildings for around five years.
- 3.3 Parts of the structure are made from timber and are of poor quality. A substantial part of the school was built in the 1970s using a Vic Hallam type structure, which had a lifespan of approximately 25 years, and is now in poor condition.
- 3.4 The effect of the temporary work is now coming to an end. Unless plans are now made for a long-term solution, there is a high risk of having to deal with an urgent situation during the next 5 years. We have recently encountered similar situations with schools in Groeslon and Glan Cegin, Bangor.

## Other schools in the area

- 3.5 In recognising the lessons learnt from previous projects, the Council is of the view that school construction projects should be based on the total number of children in the current school catchment area, rather than on the numbers that currently attend the school.
- 3.6 The information about the number of children who live in the Trefferthyr catchment area demonstrates that a number of children within the catchment area currently attend other nearby schools. Consequently, it was decided to inform the two schools that have the highest number of children from the Trefferthyr catchment area on their registers, Ysgol y Gorlan and Ysgol Llanystumdwy, in order for them to consider any possible impact on their pupil numbers.

**Table 1 – Primary schools attended by children from Trefferthyr catchment area (September 2018)**

Schools attended by the children						
Trefferthyr	Llanystumdwy	Y Gorlan	Eifion Wyn	Garndolbenmaen	Borth y Gest	Other
104	9	9	3	2	1	2

- 3.7 Initial discussions have been held with the Governing Body, Staff and Parents/Guardians of Ysgol Llanystumdwy to discuss the possible impact of building a new school in Cricieth on pupil numbers in their school. As a result of these discussions, Ysgol Llanystumdwy governors have noted that they are eager to participate in the Local Review Panel. This panel will discuss issues such as possible locations, requirements for the new school as well as options relevant to the situations of Llanystumdwy and Trefferthyr schools.
- 3.8 As Ysgol Llanystumdwy is a Voluntary Controlled School (Church in Wales), Education Department officers have also met representatives from the Bangor Diocese, and discussions regarding any developments will continue. If the outcome of the local discussions involves any change to Ysgol Llanystumdwy, it would be mandatory to hold a pre-consultation process with the school in accordance with the School Organisation Code.

## 4. RELEVANT CONSIDERATIONS

### 4.1 Application for Welsh Government funding

Gwynedd Council has received confirmation from the Welsh Government that an *Outline Strategic Application* for funding in relation to the 5 projects has been agreed in principle. The Government has confirmed its commitment to financing 65% of this project's cost, subject to the submission of a successful business case that justifies the investment and demonstrates value for money. The application includes a total of approximately £4.97m, with £3.23m funded by the Welsh Government and a contribution of £1.74m from Gwynedd Council. Gwynedd Council's contribution will be funded under Gwynedd Council's Asset Management Plan 2019-2029.

## **4.2 Education Strategies**

The "Excellent Primary Education for the Children of Gwynedd" strategy was adopted by the Council in April 2009, with the aim of setting out a clear vision, objectives and principles for the relevant considerations in relation to the organisation of the County's schools.

Additionally, an over-arching strategy was developed and supported "*Towards 2025 - Strategic Programme*" by the Council in October 2010. This document was prepared as a strategic foundation for steering developments in the field of education and training in Gwynedd for the next 15 years. The programme was presented in the context of local and national policies and plans, with the aim of transforming the services provided for children, young people and their families, to provide the best possible learning experiences for all the County's learners.

## **4.3 Principles of a Fit for Purpose Education System**

At its meeting on 18 December 2018, the Cabinet approved the Principles of a Fit for Purpose Education System. The primary education principles are a basis for realising the vision of the Education Department and developing the system to ensure high quality education for the children and young people of Gwynedd for the twenty first century.

### **Changes to the Schools Organisation Code**

4.5 The Schools Organisation Code states the requirements that relevant bodies (including Local Authorities) must adhere to. It includes the statutory guidance that relevant bodies must take into account, and sets out the policy context, the general principles and the factors that are relevant to school reorganisation proposals.

4.6 A new version of the Schools Organisation Code (011/2018) has been published, which includes the requirement to make special arrangements for rural schools (as defined in the Code), including the establishment of a procedural assumption against closing rural schools. This makes it a requirement for proposers to follow a more detailed series of procedures and requirements if a decision is taken that would involve a proposal to close a rural school.

The Welsh Government has noted that Ysgol Llanystumdwy is a rural school.

## **5. NEXT STEPS AND TIMETABLE**

5.1 Subject to the Cabinet's decision, a Local Review Panel will be established to identify and discuss options, with the intention of identifying a preferred option that addresses the area's education needs. This Panel will include the Cabinet Member for Education, officers from the Education and Property Departments, and representatives of the relevant schools, Local Members and a Church in Wales representative.

5.2 Following local discussions, a Cabinet report will be prepared, to request approval to proceed in undertaking any necessary statutory processes, in accordance with the Schools Organisation Code (011/2018).

5.3 A comprehensive business case (in accordance with the Treasury's five case guidance) will be prepared in order to secure the Welsh Government's contribution of capital funding.

## Work programme

Date	Activity
April – June 2019	Hold a series of Local Review Panel meetings. The purpose of these meetings will be to discuss the objectives of the work, present information about the schools, agree communication methods, discuss locations and possible options, assess impact and identify a favoured option.
July 2019	Report back to Cabinet following receipt of local feedback to request approval to hold any necessary statutory processes, in accordance with the Schools Organisation Code (011/2018).

## 6. VIEWS OF THE STATUTORY OFFICERS

### Monitoring Officer:

I am satisfied that the report represents an appropriate step in initiating the discussion and highlighting the key factors which will contribute to the work.

### Head of Finance Department:

I confirm the accuracy of the financial information which appears in section 2.2, 2.3, and 4.1 of the report, including the 65% contribution from the Welsh Government to the estimated cost of the project, subject to submitting a successful business case. I support the decision sought, emphasizing the need to ensure sustainable arrangements and to adhere to the timetable noted in section 5.3.

### Views of the Local Members:

#### Cllr. Eirwyn Williams, Cricieth:

Agree fully with the report. Cricieth really needs a new primary school.

#### Cllr. Aled Evans, Llanystumdwy:

Thank you for the opportunity to give an opinion. With particular reference to point 3.7 I think that it is positive that the Governors of Llanystumdwy have indicated that they are eager to be part of the Local Review Panel.

I trust that the requirements of Llanystumdwy will be given a fair hearing in the discussions. It was important that the School had received an invitation to discuss and it will be interesting to see how things develop.

# Equality Impact Assessment

See the *How to do an Equality Impact Assessment sheet* for assistance to complete this form. You are also welcome to contact Delyth Williams, Policy and Equality Officer on, ext 32708, or [DelythGadlysWilliams@gwynedd.llyw.cymru](mailto:DelythGadlysWilliams@gwynedd.llyw.cymru) for further help.

## I Details

### I.1 What is the name of the Plan in question?

Begin local discussions on opening a new primary school in Cricieth

### I.2 What is the purpose of the Plan that is being created or changed? What changes are being considered?

Opening of new primary school in Cricieth

### I.3 Who is responsible for this assessment?

Gareth Jones (Modernising Education Officer)

### I.4 When did you begin the assessment? What version is this?

18 March 2019 (version 1)  
19 March 2019 (version 2)

## 2) Implementation

### 2.1 Who are the partners that you will have to work with to carry out this assessment?

Gwynedd Council Education Department

Staff, governors, parents and children will be part of the initial local engagement

**2.2. What steps have you taken to engage with people with equality characters?**

Discussions with the governing bodies of Ysgol Trefferthyr and Ysgol Llanystumdwy. Updated staff and parents of the 2 schools.

Depending on the Cabinet's decision, the next step will be to establish a local panel to provide an opportunity to discuss and receive local input on the future of education provision in the area. It is also intended to ensure that what is discussed during the meetings is shared with other local interested parties. These panels will include representatives from the relevant schools – the headteacher, chair of governors, parent governor, local elected members, and representation from other relevant organisations. This work will involve conducting language, community and equality assessments of possible options.

We will also be holding a session with pupils to receive their comments on options.

**2.3 What was the result of the engagement?**

The outcome of the engagement and assessments will be available following the completion of the local panel sessions.

**2.4 What other information informed the way you operate?**

We operate the project on the basis of a bid for 21st Century Schools funding.

**2.5 Are there any gaps in our evidence that need to be gathered?**

No

**3) Identifying the Impact**

**3.1 What impact will the new Plan have on people with equality characteristics? The Council must give due regard to the impact any changes will have on people with equality characteristics.**

<b>Characteristics</b>	<b>What type of impact? (delete those irrelevant)</b>	<b>In what way? What is the evidence?</b>
<b>Race (including nationality)</b>	None identified	School policies are in place.
<b>The Welsh</b>	None	No impact expected but a separate linguistic assessment

<b>language</b>	Identified	will be implemented to assess any possible impact on the Welsh language.
<b>Disability</b>	None Identified	School policies are in place.
<b>Gender</b>	None Identified	School policies in are place.
<b>Age</b>	Positive	The intention is to establish a new 3-11 school to replace a school that provides education for children of the same age.  We will be holding engagement and consultation sessions with pupils ensuring they are appropriate to their age.
<b>Sexual orientation</b>	None Identified	
<b>Religion or belief (or lack of belief)</b>	None Identified	Ysgol Llanystumdwy is a Voluntary Controlled Church School. Any issues will be aired during the local discussions.
<b>Gender reassignment</b>	None Identified	School policies are in place.
<b>Pregnancy and maternity</b>	None Identified	Not applicable.
<b>Marriage and civil partnership</b>	None Identified	Not applicable.

**3.2 Does the policy or service affect their General Duties under the Equality Act 2010? The Council must pay attention to the way any change affects these duties.**

<b>General Duties of the Equality Act</b>	<b>Does it have an impact? (delete those irrelevant)</b>	<b>In what way? What is the evidence?</b>
<b>Remove illegal discrimination, harassment and victimisation</b>	No	The proposal will not alter the statutory duty of the school to protect pupils from discrimination, harassment or victimization. The aim is to give pupils the opportunity to voice their opinions in a way that is appropriate and relevant given any factors that affect them. They will continue to use the School Council, PSE lessons, anti-bullying policies and other methods to ensure that the school prohibits unlawful discrimination, harassment and victimization.

<b>Promoting equal opportunities</b>	No	PSE lessons take place in the school that will promote equal opportunities.
<b>Encouraging good relationships</b>	No	PSE lessons take place in the school which will educate children on fostering good relationships.

#### 4) Analysing the results

**4.1 Is the policy therefore likely to have a significant, positive impact on any of the equality characteristics or the General Duties and what is the reason for this?**

Positive impact as a new school will mean modern resources for the 21st century which will facilitate the promotion of equal opportunities and foster a good relationship between the school and the community.

**4.2 Is the Plan therefore likely to have a substantial, negative impact on any of the equality characteristics or General Duties and what is the reason for this?**

No

**4.3 What should be done?**

Select one of the following:

Continue with the plan as it is robust	Yes
Adapt the plan to remove any barriers	
Suspend and abolish the plan as the detrimental impacts are too large	
Continue with the plan as any detrimental impact can be justified	

**4.4 What steps will you take to reduce or mitigate any negative impacts?**

Although we do not anticipate any negative impact, we will monitor and act as required.

**4.5 If you do not take further action to remove or reduce negative impacts, explain why here.**

No negative impact has been identified.

**5) Monitoring**

**5.1 What steps will you take to monitor the impact and effectiveness of the plan (action plan)?**

We will monitor the impact of any change to ensure that the outcomes are positive and have no negative impact.

## GWYNEDD COUNCIL CABINET



### Report for a meeting of the Cabinet

<b>Date of meeting:</b>	<b>2 April 2019</b>
<b>Cabinet Member :</b>	<b>Councillor Ioan Thomas, Cabinet Member for Finance</b>
<b>Contact Officer:</b>	<b>Dilwyn Williams, Chief Executive</b>
<b>Report Title:</b>	<b>Further Efficiency Savings2019-20</b>

#### **Decision sought**

To utilise £1,666,560 of the Transformation Fund to repay the loan used to carry out the LED lamps saving scheme and to bridge the phased nature of the scheme and take the whole of the £184,500 saving into account in 2019/20.

#### **Background**

1. The Council's financial strategy is based on being able to find a series of savings which then entails raising Council Tax by 5.8%.
2. However, in order to contain the Council Tax rise to that level, we have also assumed that we will be able to find £500,000 of further efficiency savings.
3. I have already noted that some savings may arise from the management review but we will not know how much until we have concluded the process. I have doubts that it will achieve all of the required £500,000.
4. One way of finding further efficiency savings is to change the way we repay the loan for the Highways Department's savings scheme which entails changing street lamps to LED lights.
5. The current intention is to take a Salix loan to fund this work and to repay the loan from the savings which will be achieved. As there is a difference in the savings which will be achieved and the annual repayment profile, £45,900 can be achieved next year due to this difference, but the saving will increase substantially to £184,500 in 2032/33 when we will have repaid the loan.
6. However if we were to utilise the Transformation Fund to repay the loan, we could take the whole of the £184,500 saving into account in 2019/20.

7. To all intents and purposes we would be sacrificing around £1.67m of the Transformation Fund over time in order to “bring forward” further efficiency savings in 2019/20 rather than wait until 2032/33 for them.
8. We would of course continue to receive interest on the part of the Transformation Fund until the loan was repaid.
9. As the scheme is due to be phased over three years the amount required will also be used to bridge the phasing period in order to be able to take the saving into account from 1 April 2019/20. £1.39m is the amount required to repay the loan and £0.28m the amount required to bridge the implementation period.
10. **It is therefore recommended** that we utilise £1,666,560 of the Transformation Fund to repay the loan used to carry out the LED lamps saving scheme and to bridge the phased nature of the scheme, and take the whole of the £184,500 saving into account in 2019/20.

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**Views of the Statutory Officers:**

**Monitoring Officer**

No comments in terms of propriety.

**Head of Finance**

I have co-operated with the author in preparation of this report. I confirm the accuracy of the figures and support the decision sought.

## GWYNEDD COUNCIL CABINET



### Report to a meeting of the Cabinet

**Date of Meeting:** 2 April 2019  
**Cabinet Member:** Councillor Ioan Thomas, Cabinet member for Finance  
**Contact Officer:** Caren Rees Jones, Principal Accountant Capital and Control  
**Title:** Capital Programme 2019-20; 2020/21 and 2021/22.

#### Decision sought

To include the schemes noted in Appendix A in the 3 year capital programme for the 3 year period 2019/20; 2020/21 and 2021/22.

#### Background

1. At its meeting on the 7 March the Council adopted the Asset Management Plan for the next 10 years.
2. It would be usual for the capital programme for the three year period to come to be included in the budget report but as the Council had not adopted the Asset Plan, this year, the detail could not be included.
3. However in the budget report, it was noted in Appendix 4 that the following sums would be provided for the next 3 years for those schemes which were part of the Asset Plan -

2019/20	2020/21	2021/22
£11.278m	£7.535m	£6.610m

4. Having consulted the relevant departments, we have established the likely profile for the Capital schemes in the Asset Plan, and it is recommended that the Cabinet approves the schemes shown in Appendix A for inclusion into the Capital programme for the next three years.
5. It can be seen that the sum of schemes in 2019/20 does not correspond to the £11.728m noted above and that is because the relevant schemes are not mature enough to start until 2021/20. We have therefore re-profiled the expenditure to correspond with departmental needs. We will be amending the capital budget accordingly.

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**Statutory Officers' Observations****Monitoring Officer**

The report establishes the Capital program for the next three years in an appropriate manner, having addressed the departmental requirements. No further comment in respect of propriety.

**Head of Finance**

I have co-operated with the author in preparation of this report. I confirm the accuracy of the figures and support the decision sought

## Appendix A

Clause number in the Asset Plan		2019/20	2020/21	2021/22
		£	£	£
	<b>Education</b>			
18	Post 16 provision		24,500	42,000
19	Treferthyr School, Criccieth	19,250	496,810	1,145,560
20	Upgrading of schools	714,000	714,000	714,000
	<b>Finance</b>			
48	Renewal of Information Technology Equipment	502,170	481,090	1,162,640
	<b>Economic Development and Communities</b>			
25	Arfon Leisure Centre (H&S)	150,000		
25	Plas Silyn Leisure Centre (H&S)	100,000		
26	Padarn Country Park	50,000	20,000	50,000
27	Renewal of all weather playing surfaces	400,000	205,000	280,000
	<b>Adults, Health and Well-being</b>			
29	Housing Grants	1,300,000	1,300,000	1,300,000
30	Hostels for the Homeless	50,000	150,000	300,000
33	Penygroes Health and Care Hub	250,000	500,000	1,750,000
34	Dolfeurig Centre, Dolgellau	50,000	550,000	600,000
35	Tanymarian Care Home	100,000	100,000	
35	Plas Hafan Care Home			50,000
35	Cefn Rodyn Care Home	400,000		
35	Hafod Mawddach Care Home	200,000	200,000	
	<b>Children</b>			
28	Maesgeirchen Centre	-	-	250,000
	<b>Highways and Municipal</b>			
36	Prevent Road Condition Deterioration	1,000,000		
38	Traffic lights	65,000	65,000	65,000
39	Safety fences	100,000	100,000	100,000
40	Dysynni bridge, Tywyn			31,000
40	Cadfan bridge Tywyn		101,500	
40	Penllyn bridge near Brynrefail	108,000		
41	Highway flooding	100,000	100,000	100,000
42	Land for cemeteries	22,000		150,000
43	Renewal of water pipes in Housing Estates	300,000	300,000	300,000
44	Caergylchu		28,000	30,000
45	Coed Ffridd Arw	160,000	50,000	
47	Council Fleet	223,920	31,170	85,220

	<b>Environment</b>			
21	Transport feasibility	75,000	75,000	75,000
22	Cycle path repairs and maintenance	20,000	20,000	25,000
23	Asbestos removal	308,000	200,000	200,000
24	Smallholding water purification	400,000		
58	Repairs and Maintenance backlog	300,000	300,000	
	<b>Gwynedd Consultancy</b>			
46	Flood prevention North Promenade Barmouth	30,000	10,000	207,500
46	Flood prevention Hiracl Bangor	25,000	10,000	200,000
46	Flood prevention Pwllheli	5,000	245,000	245,000
46	Flood prevention Ffordd y Traeth y Felinheli	63,800	75,000	
46	Flood prevention Traphont Gardens Barmouth	15,000	15,000	200,000
46	Aberdyfi Quay	100,000	337,500	
80	To be allocated		500,000	500,000
	<b>Total</b>	<b>7,706,140</b>	<b>7,304,570</b>	<b>10,157,920</b>

## FORWARD WORK PROGRAMME

### GWYNEDD COUNCIL CABINET

Date of discussion at the Cabinet	Items to be discussed	Cabinet Member
<b>Quarter 1 2019/20 - 1 April – 30 June</b>		
<b>7 May</b>	Public Toilets Strategy	Cllr Catrin Wager
	Council Plan - Bid for resources to develop technology to support Ffordd Gwynedd	Cllr Ioan Thomas
	Managerial Review	Cllr Dyfrig Siencyn
<b>21 May</b>	Final Accounts 2018/19 – Revenue Outturn	Cllr Ioan Thomas
	Capital Programme 2018/19 - End of year review (31 March 2019)	Cllr Ioan Thomas
	Savings Overview: progress report on realising savings schemes	Cllr Ioan Thomas
<b>25 June</b>	Sustainable Procurement Policy	Cllr Nia Jeffreys
<b>Quarter 1 2019/20 - 1 April – 30 June Date to be determined</b>		
	Ffordd Gwynedd Scheme	Cllr Nia Jeffreys
	Access Policy	Cllr Nia Jeffreys
	Llanbedr Scheme	Cllr Gareth Griffith
<b>Quarter 2 2019/10 - 1 July – 30 September</b>		
<b>16 July</b>	Performance Report for the Environment	Cllr Gareth Griffith

<b>Date of discussion at the Cabinet</b>	<b>Items to be discussed</b>	<b>Cabinet Member</b>
	Performance Report of the Cabinet Member for Highways and Municipal and Gwynedd Consultancy	Cllr Catrin Wager
	Cabinet Member for Adults, Health and Well-being	Cllr Dafydd Meurig
	Report of the Cabinet Member for Economic Development	Cllr Gareth Thomas
<b>23 July</b>	Performance Report of the Cabinet Member for Corporate Support	Cllr Nia Jeffreys
	Performance Report of the Cabinet Member for Finance	Cllr Ioan Thomas
	Performance Report of the Cabinet Member for Children and Supporting Families	Cllr Dilwyn Morgan
	Performance Report of the Cabinet Member for Education	Cllr Cemlyn Rees Williams
	Performance Report of the Cabinet Member for Housing	Cllr Craig ab Iago