



Complete Agenda

Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

SACRE

Date and Time

2.00 pm, WEDNESDAY, 10TH JUNE, 2015

Location

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

Contact Point

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(DISTRIBUTED: 3/6/15)

SACRE

MEMBERSHIP (7)

Plaid Cymru (3)

Councillors

E. Selwyn Griffiths

Gweno Glyn

Annwen Daniels

Independent (2)

Councillors

Thomas G. Ellis

Jean Forsyth

Llais Gwynedd (2)

Councillors

Llywarch Bowen Jones

Vacant Seat

Aelodau Ex-officio / Ex-officio Members

Chairman and Vice-Chairman of the Council
Councillor Dilwyn Morgan and Eric Merfyn Jones

Christians and Other Religions

Awaiting Nomination

Ruth Davies

Dr W Gwyn Lewis

Canon Parchedig Robert Townsend

Cynrig Hughes

Mrs Eirian Bradley-Roberts

Methodist Church

Union of Welsh Baptists

Presbyterian Church of Wales

Church in Wales

The Independents

Catholic Church

Teachers

Alwen Watkin

Noel Dyer

Miriam A. Amlyn

Euron Hughes

Awaiting Nomination

Lisabeth Roberts

ASCL

UCAC

NAS/UWT

NUT

ATL

NAHT

Aelodau Cyfetholedig / Co-Opted Members:

Parchedig Aled Davies

Gwyn Rhydderch

Rheinallt Thomas

A G E N D A

1. PRAYER

2. ELECTION OF CHAIRMAN

To elect a Chairman for 2015/16.

3. ELECTION OF VICE-CHAIRMAN

To elect a Vice-Chairman for 2015/16.

4. APOLOGIES

To receive apologies for absence.

5. DECLARATION OF PERSONAL INTEREST

To receive any declaration of personal interest.

6. URGENT ITEMS

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

7. MINUTES

1 - 6

The Chairman shall propose that the minutes of the meeting of SACRE held on 11 February 2015 be signed as a true copy.

8. REPORT BY GWE'S CHALLENGE ADVISOR

To receive a report / presentation by Miss Bethan James on the following:

- (a) Collective Worship
- (b) Developing Literacy and Numeracy in Religious Education in Key Stage 3
- (c) Update – Donaldson consultation on the Curriculum for Wales

9. SCHOOLS' SELF-EVALUATION

7 - 22

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

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

- (i) Coed Mawr Primary School
- (ii) Bro Plennydd Primary School
- (iii) Tanygrisiau Primary School
- (iv) Yr Eifl Primary School
- (v) Ffridd y Llyn Primary School

(vi) Felinheli Primary School

10. WALES ASSOCIATION OF SACRE

23 - 33

- (a) To receive draft minutes of the Wales SACRE Association's meeting held on 6 March 2015 in Pembrokeshire.
- (b) To note that the next meeting of the Association will be held on 25 June 2015 in Flintshire.

S.A.C.R.E. – STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION 11.02.15

Present:

Councillor Selwyn Griffiths - Chairman

Gwynedd Council Members: Councillors Tom Ellis, Gweno Glyn,

Christians and Other Faiths: Mr Wyn Myles Meredith (Methodist Church),
Dr W Gwyn Lewis (Presbyterian Church of Wales), Reverend Canon Robert Townsend (Church
in Wales), Mr Cynrig Ellis Hughes (Congregationalists)

Teachers: Mrs Miriam Amlyn (NAS/UWT).

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

GwE: Miss Bethan James (GwE Challenge Adviser)

Also in attendance: Miss Manon Davies (Ysgol Crud y Werin)
Miss Catrin Roberts (Student on work experience)

Apologies: Councillors Jean Forsyth, Llywarch Bowen Jones, Mrs Ruth Davies (Union of
Welsh Baptists), Mr Noel Dyer (UCAC) and Mrs Alwen Watkin (ASCL).

1. PRAYER

The meeting commenced with a prayer from Councillor Selwyn Griffiths.

2. CHAIRMAN'S ANNOUNCEMENTS

(a) A welcome was extended to:

- (i) Dr W Gwyn Lewis, representative of the Presbyterian Church of Wales, to his first SACRE meeting.
- (ii) Miss Menna Davies, Coordinator of Religious Education, Ysgol Crud y Werin
- (iii) Miss Catrin Roberts, student on work experience from Bangor University.

(b) Reference was made to the death of Councillor Huw Edwards who was a loyal member of this Committee. A tribute was paid to him for his work and commitment to SACRE over the last few years and the Members' Support Officer was requested to send condolences on behalf of the Members to his widow and family in their sad loss.

3. DECLARATION OF PERSONAL INTEREST

Rev. Canon Robert Townsend declared a personal interest in Item 6(b) (ii) - Self-evaluation of Ysgol Dyffryn Ardudwy, as his step-daughter was a teacher at the school.

4. MINUTES

The Chairman signed the minutes of the meeting of this committee that took place on 22 October 2014 as a true record.

5. URGENT ITEM

(The following item had not been included on the Agenda, however, the Chair agreed to consider it under Section 100 (4)(b), Local Government Act 1972).

A letter was received from the Secretary of the Wales Association of SACREs inviting Gwynedd SACRE to nominate a new member to the Executive Committee of the Wales Association of SACREs, as well as a nomination to the post of Vice-chair of the Executive Committee. It was noted that the closing date for nominations was 1 March 2015.

In her absence from the meeting, the name of Mrs Ruth Davies was suggested as a nomination as a new member of the Executive Committee and Miss Bethan James gave an undertaking to contact her to find out if she was prepared to accept the nomination.

Resolved: (a) To nominate:

- (i) Mrs Ruth Davies as a new member of the Executive Committee, if she was willing to accept the nomination.**
- (iii) Mrs Mary Parry (Carmarthen) for the post of Vice-chair of the Executive Committee.**

6. SCHOOLS' SELF-EVALUATIONS

(a) The SACRE Clerk guided Members through the paper submitted giving a summary of school findings and attention was drawn to the five primary schools that had been inspected by ESTYN during the Autumn 2015 term, with two inspected in December 2014. It was anticipated that four other schools, as well as one secondary school, would be inspected during this term namely the schools of Coed Mawr, Dolgellau, Bro Plennydd, Tanygrisiau and Dyffryn Nantlle Secondary School. Reference was made to extracts taken from ESTYN reports under the heading care support and guidance.

It was noted that ESTYN was not required to give a view on the quality of collective worship and schools were requested to do this in their self-evaluations. Therefore, only a little information was given regarding religious education and the inspection framework that meant there was more responsibility on SACRE to get the full picture via school self-evaluations of what happens in schools.

The above was supported by the GwE Challenge Adviser and ESTYN needed to include clauses regarding the pupils' spiritual, moral, social and cultural development. An appeal was made to members who collaborate with schools to ensure that there was a reference to these clauses in the school self-evaluation.

Members were reminded of the new inspection system and schools only received a few weeks' notice prior to inspection.

(b) Members were guided through the self-evaluations of the schools of Ysgol y Gorlan, Dyffryn Ardudwy, Y Garreg and Bro Tryweryn by referring to three questions, namely:

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

(c) It was noted that schools received guidance of what to present in accordance with the relevant guidelines and specific attention was drawn to three of the above school that had included an additional box referring to literacy, numeracy and ITC and thinking skills. Attention was drawn further to one of the schools that had been adjudged excellent for collective worship and consequently it was suggested that this Committee should visit the school to experience of their good practice.

(ch) The GwE Challenge Adviser added that other SACREs held their meetings in schools in order to enrich their experience of what happens in schools in the context of Religious Education and collective worship. In terms of the self-evaluations, teachers continued to confuse information about standards with provision. It was explained that standards dealt with the pupils' work and the provision dealt with how good teachers plan the lessons. Members were reminded that the SACRE Annual Report evaluated the quality of self-evaluations to be proactive when developing schools. Approximately 60% of self-evaluations last year responded to the requirements of SACRE namely conveying information about the standards of Religious Education as outlined in the CYTŪN syllabus and it was recognised that some schools did not refer at all to Religious Education and that they had to be reminded of the need to do this.

(d) They were proud that schools took advantage and invited priests and ministers to schools and it was pleasing to note that Rev. Iwan Llywelyn had held a baptism ceremony with the Reception and Nursery classes.

(dd) An explanation was received regarding the 'Open the Book' Scheme by Rev. Canon Robert Townsend, operated by the Bible Society, and was a method of telling Bible stories by laypersons. The scheme had expanded in the Bangor Diocese and was also being promoted to ecumenical organisations in the hope that more use would be made of it in the future.

RESOLVED: (a) To accept and note the contents of the inspections and the self- evaluations.

(b) That the next Gwynedd SACRE meeting would take place at Ysgol Bro Tryweryn, Fron-goch, Bala in order to be part of the collective worship activities, if the school was willing.

7. PRESENTATIONS

- (a) Miss Menna Davies, Religious Education Coordinator, Ysgol Crud y Werin, was welcomed to the meeting to outline the steps and work she had undertaken at the school following her appointment as Coordinator to respond to the recommendations of the ESTYN Inspectors following their inspection that stated "in Key Stage 2 there are not enough opportunities for pupils to develop their knowledge and understanding of Religious Education".

Miss Davies noted that in consultation with the head, she had formulated an action plan to ensure formal monitoring arrangements every half term. A guidance pack was formulated for the school's teachers and the pack and a planning template presented at staff meetings. These focused on the three core skills in Religious Education. The GwE Challenge Adviser visited the school and it was realised that the plans were not detailed

enough and more emphasis was required on Religious Education. A designated Governor was appointed in order to support and challenge the school when responding to the recommendations. In the 2015 Spring term, the action plan was adapted in response to the findings of the Autumn term monitoring activities and schemes of work were prepared for KS2 on the term's theme to ensure a response to the findings of the scrutiny activities. It was recognised that the provision was better because:

- The schemes of work referred clearly to the skills and the range they dealt with
- That the schemes of work ensured progression and clear progress from Year 3 and 4 class to Year 5 class.
- That the schemes of work gave specific guidance to teachers of what was expected to be implemented in the classroom, from progression and suitability of the challenge of the activities and what was expected as evidence in the pupils' work.

As a result of the above, it was noted that early forecasts from samples of the children's work indicated that pupils used their knowledge and understanding of Religious Education as well as skills such as literacy successfully.

To conclude, Members were given an opportunity to ask questions and they were responded to appropriately.

Miss Menna Davies was thanked for her presentation and SACRE showed its appreciation of the work she undertook at the school.

- (b) A report was received from Ysgol Uwchradd Tywyn stating what had been implemented at the school in terms of progress with Religious Education that enabled them to provide a range of tasks that gave pupils opportunities to consider religious and moral questions by starting to come to rational conclusions. One of the themes they followed was suffering by looking at specific resources and Inquiring into Issues in Religious Education. In addition, they had looked at conducting ceremonies to welcome Members into a religion by considering several moral questions regarding commitment in this way. Emphasis was placed on joint working and supporting individuals in order to enable a number of students to succeed in the subject at the end of KS3 – 2013-2014.

Resolved: To accept, note and thank the officer for the report.

8. UPDATE ON THE NATIONAL CURRICULUM

- (a) The GwE Challenge Adviser reported that it was usual for Gwynedd SACRE to plan, review and re-draft the CYTŪN syllabus every five years, however, it was agreed to delay this until they saw what would stem from the new national curriculum by the Minister for Education.
- (b) The GwE Challenge Adviser quoted from a recent speech by the Minister for Education to the education profession in Wales, asking them to work with him to develop a new curriculum for Wales. The Minister for Education noted that the profession would be key to present the new curriculum when Professor Graham Donaldson had presented his report at the end of the month. His plans for a 'new deal' for the workforce to transform professional development was made in order to assist them to present the new curriculum and ensure higher standards in the classroom, e.g. Masters qualification, professional teaching materials.

The Minister stated: “The National Curriculum of 1988 has served an important purpose but the message from Graham Donaldson’s review will be that it has had its day. We know our new made in Wales curriculum will take time to evolve and roll out, but both Professor Donaldson and I are clear that the teaching profession must play a central role in developing, and of course delivering what is to come. Now it is time for another ‘great debate’ in Welsh education – on the vital subject of curriculum change. On what, and how, our young people will learn over the decades to come. The reform agenda ahead is demanding and dependant on the capacity of the professionals out there to deliver it. We are asking a lot of the profession, but we are determined to work in partnership with them. The international evidence on this is absolutely clear. We cannot spend our way to higher standards. The coming changes to the curriculum have to be built on the higher skilled profession and about consistent application of the very best practice. It has to be about using the latest research evidence and continuously building on the best – professional to professional, school to school”.

(c) During the ensuing discussion the following observations were highlighted:

- In terms of collaboration with Anglesey on the syllabus, that the six authorities in the North had already commissioned one body namely GwE, to undertake work in the field of education and it was thought that the authorities did not have the capacity to undertake the task to develop their own curriculum and it was trusted that they would trust in the SACREs. Regarding the Wales Association of SACREs, they were anxious to see the whole of Wales following a very similar national framework for Religious Education.
- It was trusted that Professor Donaldson would refer to the samples of pupils interviewed who did not give him a good impression of Religious Education, as certainly this did not reflect the evidence of children’s satisfaction in Gwynedd.
- Concern regarding the timing of introducing the new curriculum as schools were waiting for the amendments in the GCSE specification and in some areas this impacted on A Level. This would add to the teachers’ workload and would be a huge amount of work. In response, the GwE Challenge Adviser confirmed that guidance had not been received in terms of timetabling and she reminded the meeting that Gwynedd SACRE was statutorily required to provide KS4 Religious Education provision and that it would be the schools' decision how to timetable this.
- Concern regarding schools that they would lose subjects from September onwards.

Resolved: To accept the above observations and note the need to be ready for future changes.

9. SACRE ACTION PLAN 2014-15

- (a) The action plan for the Gwynedd SACRE for the year 2014-15 that was agreed at the previous SACRE meeting for monitoring arrangements, was submitted.
- (b) Members were guided through the outcomes and to what extent they had an impact on:
1. Developing good leadership in Religious Education and collective worship
 2. Closing the gap between standards attained by boys and girls at GCSE
 3. Updating Religious Education teachers’ knowledge e.g. Welsh Government guidance documents, ESTYN
 4. Facilitating good quality collective worship.

(b) Regarding collective worship, it had been suggested at a previous meeting that SACRE should visit schools to attend collective worship sessions and reference was made to the previous proposal in Item 6(b) above, that SACRE should hold its next meeting at a school where it would be possible to observe a collective worship service at that school.

Resolved: To accept and approve the action plan.

10. WALES ASSOCIATION of SACREs

(a) Minutes of the previous meeting

The draft minutes of the previous meeting of the Association that took place on 26 November 2014 at Torfaen was submitted and the procedure of responding to a query in terms of the Welsh translation of the minutes was explained, however, the Executive Committee had agreed to send out draft bilingual minutes in the future.

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

(b) To note that the next meeting of the Wales Association of SACREs will take place on 6 March 2015 at Port Talbot.

11. GWYNEDD SACRE ANNUAL REPORT 2013/14

The final copy of Gwynedd SACRE annual report was submitted to the Members.

Resolved: To accept, note and thank the GwE Challenge Adviser for her work in the provision of the annual report.

The meeting commenced at 2.00 pm and concluded at 3.45 pm.

CHAIR

Agenda Item 9

Monitoring Spring 2015 – Summer 2015

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

Secondary Schools	SE Report	School finding			Estyn Report	Date	Estyn Finding
		KS1	KS2	Collective Worship			
Spring 2015							
Dyffryn Nantlle					31/3/15 ✓	26/1/15	Adequate
Y Gader					8/5/15 ✓	2/3/15	Adequate

Primary Schools	SE Report	School Findings			Estyn Report	Date	Estyn Finding
		KS1	KS2	Collective Worship			
October 2014							
Yr Eifl	✓	Good	Good	Good	✓	12/14	Good
Felinheli	✓	Good	Good	Good	13/2/15 ✓	12/14	Good
Spring 2015							
Coed Mawr	✓	Good	Good	Good	17/3/15 ✓	12/1/15	Good
Dolgellau	New Head teacher, will prepare SE for next meeting				24/3/15 ✓	19/1/15	Unsatisfactory
Bro Plenydd	✓	Good	Good	Good	9/4/15 ✓	2/2/15	Good
Tanygrisiau	✓	Good	Good	Good	16/4/15 ✓	9/2/15	Good
Ffridd y Llyn	✓	Good	Good	Good	30/4/15 ✓	23/2/15	Good
Y Traeth					Publish date 22/5/15	16/3/15	
Summer 2015							
Llanaelhaearn					Publish Date 2/7/15	27/4/15	
Llanrug					Publish Date 1/8/15	1/6/15	
Llanelltyd							
Hirael							

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

During the 2015 Spring term 6 primary schools, 2 secondary schools and no special schools were inspected by Estyn. It is anticipated that another 4 schools as well as 0 secondary school will be inspected during the current term.

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

Observations by Estyn:

Yr Eifl (December 2014)

Care, support and guidance: Good

Through a wide and interesting range of experiences, spiritual, moral, social and cultural development is promoted successfully. The strong emphasis that is placed on fostering values such as honesty, fairness and respect for others contributes effectively to creating a feeling of a civilised society at the school. Collective worship sessions contribute well towards pupils' spiritual and moral development.

Felinheli (December 2014)

Care, support and guidance: Good

The school promotes pupils' moral, social and cultural development very effectively. Through the work of various groups, the school ensures good opportunities for pupils to contribute to the wellbeing of the school and the village. An example of this is the way in which the school has influenced community hygiene. By including opportunities for pupils to reflect regularly in whole-school morning assemblies and class assemblies, the school encourages pupils' spiritual development effectively. Teachers reinforce this in circle time sessions.

Spring Term 2015

Secondary, Dyffryn Nantlle (January 2015)

Care, support and guidance: Adequate

Care, support and guidance are one of the school's strengths. Provision for health and wellbeing is good and provision for spiritual, moral, social and cultural development is robust. Morning sessions provide beneficial opportunities for pupils to reflect. The personal and social education programme provides interesting and relevant experiences for pupils.

Coed Mawr (January 2015)

Care, support and guidance: Good

The school shows care and provides purposeful guidance for all pupils. It has effective arrangements for developing pupils' moral, emotional and social skills, which have been embedded firmly and promote good behaviour. Provision for pupils' spiritual development is appropriate.

Dolgellau (January 2015)

Care, support and guidance: Unsatisfactory

There is a caring and friendly atmosphere at the school, which places emphasis on pupils' wellbeing. A good working relationship exists between most pupils and adults and this adds to the inclusive ethos at the school. Staff promote good behaviour. The school has established a reward system that encourages pupils to take responsibility for their behaviour.

The school co-operates effectively with a number of specialist services such as a language therapist, social services, the school nurse and the local policeman in order to improve pupils' wellbeing.

Through regular assemblies and opportunities for reflection, the school promotes most pupils' spiritual, moral, social and cultural development well.

The school's arrangements for safeguarding do not meet requirements and are a serious cause for concern.

Bro Plenydd (February 2015)**Care, support and guidance: Good**

The school provides a variety of valuable opportunities, which enrich pupils' spiritual, moral, social and cultural development. Nearly all pupils understand the importance of values such as honesty and respect in order to work successfully as a community.

Tanygrisiau (February 2015)**Care, support and guidance: Good**

Staff foster pupils' spiritual, moral, social and cultural development by holding regular collective worship assemblies and other appropriate experiences.

The school is an important part of the community and provides good opportunities for pupils to support local cultural and social events. This develops pupils' role as responsible citizens in the wider community effectively. An example of this is the regular visits to an old people's centre to provide entertainment, share local produce at harvest time and an opportunity to hear local stories from the members

Ffridd y Llyn (February 2015)**Care, support and guidance: Good**

Learning experiences promote pupils' personal, social and cultural development effectively. Daily collective worship periods, along with opportunities to learn about the beliefs of people from different cultures, promote pupils' spiritual and moral development successfully. Opportunities for pupils to undertake 'Ffrindiau Ffeind' ('Kind Friends') responsibilities promote a close relationship between pupils of different ages effectively.

Y Gader (January 2015)**Care, support and guidance: Adequate**

The school has appropriate arrangements to promote pupils' spiritual, moral, cultural and social development. However, a minority of class tutors do not ensure that collective worship takes place regularly in the morning registration sessions. The school provides a range of valuable opportunities to promote pupils' health and wellbeing, including eating and drinking healthily, through the wide range of extra-curricular activities. The school plans appropriately to deliver a personal and social education programme through the subjects and the use of speakers from external agencies.

Y Traeth (March 2015)**ESTYN Report has not been published as yet.****Summer Term 2015**

Llanaelhaearn (April 2015)

Llanrug (June 2015)

Llanelltyd (June 2015)

Hirael (June 2015)

School: Coedmawr Infants

Religious Education

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

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

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

Standards in Religious Education – progress in learning

- Over the last three years, 100% of the pupils have reached outcome 5+ in PCh field.
- Due to the development of “talking partners”, the majority of pupils confidently ask questions relating to people and the moral/spiritual meaning of stories, they do not, however, raise deeper religious issues.
- When looking at books, it is observed that pupils literacy skills in the field is developing appropriately in extended writing.
- All the pupils work indicates diversity of other cultures that are being studied within the themes.
- When observing Ysgol Deina, many of the pupils were observed discussing their emotions and showing empathy. They fully understand what is right/just.
- The majority make correct decisions regarding behaviour towards others.
- In the Foundation Phase Zones, pupils develop their understanding of the field by using their imagination, through role play and playing games.

Matters for attention

- Pupils skills to reflect on texts, discuss and decide.
- Pupils skills to discuss beliefs and what is important to them regarding morality and accept that everybody will not share the same viewpoint.
- Pupils skills at the upper end of the school to discuss religious matters are deeper in themes that are appropriate for doing so.

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

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

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

Teaching: planning and range of strategies

- According to Estyn’s latest inspection: The school has effective arrangements to develop the pupils moral, emotional and social values.
- Through following “People, Beliefs and Questions” and Ysgol Deina principles, the skills in Personal and Social Development field and certain aspects in Moral, Spiritual and Well-being Development are part of the school’s daily plans. This serves as a basis for the school’s ethos.
- The entire staff have received training on “Ysgol Deina” principles.
- When looking at books, it is observed that planning for skills development in the field is done cross-curricularly. In the GDB field, through placing an emphasis on our culture and traditions in Wales, our locality, our families and our friends. However, their studies of beliefs are scant, except for Christianity.
- When looking at the planned activities in the field for Foundation Phase zones, it is observed that the pupils develop their understanding through using their imagination, through role play and playing games that all lead to sharing ideas.
- Books are used as a basis for discussions on viewpoints, the story’s moral or spiritual meaning and the choices made within the story.

Matters for attention

- Plan to develop an awareness of various beliefs and how those beliefs impact life-style.

Outstanding		Good	√	Adequate		Unsatisfactory	
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Collective Worship

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

Does the collective worship meet statutory requirements?	Yes √	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

- A daily period of prayer/spiritual singing is held in every class.
- A whole school Service is held weekly that promotes the pupils moral and spiritual development.
- Each class has responsibility for providing and presenting a moral and spiritual presentation once a term.
- A moral and spiritual presentation is held for parents at the local chapel to celebrate Thanksgiving.

Matters for attention regarding quality of Collective Worship

- Develop links with Bangor Churches Service – Open the Book services.

Outstanding		Good	√	Adequate		Unsatisfactory	
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Signed: R Jones (Site Manager)

Date:

School Name: Bro Plenydd

Religious Education

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

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

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

Standards in Religious Education – progress in learning

RE standards are good at the school. By the end of the Foundation Phase, almost every pupil can ask questions about the world around him, his experiences and aspects of religion and suggest answers. By the end of the Foundation Phase, most of the pupils can recall and explain beliefs, doctrines and basic religious practices that they have studied. They can suggest how beliefs, doctrines and religious practices are important for some people. Most of the pupils can describe their feelings, opinions and actions and those of others in simple terms. They can make appropriate use of simple religious vocabulary.

By the end of key stage two, most of the pupils can discuss their responses and those of others to questions about life, their surroundings and religion. They are able to describe and start to explain the religious beliefs, doctrines and practices that they investigate. For instance, explain the importance of the doctrine of religious leaders such as Gandhi, Martin Luther King, Mother Teresa and Malcom X. They can specifically refer to how these aspects impact the lives of believers. For example, explain why Christians regard the chapel as a special place, explain the importance of religious practices such as Christmas and Easter. The majority of the pupils also start to note the differences and similarities between religions. For example, explain the similarities and differences between the chapel, the mosque and the Hindu temple. They can explain in simple terms, how their feelings, actions and judgements differ from those of other people. They recognize certain religious symbols and can use a range of religious words. For example, identify Easter symbols.

Matters for attention

Although pupils achieve well in the subject by the end of key stage 2, the most skilful and able pupils need to be extended to achieve higher levels in the subject through setting differentiated tasks to achieve that.

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

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

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

Teaching: planning and strategy range

Religious Education receives due attention in every class at the school and it is regularly taught. Teachers possess robust knowledge and understanding of RE requirements and effectively develop pupils skills in the subject. The teachers plan enriching learning experiences that instil the interest and enthusiasm of almost all the pupils in RE. The school has Research books on various religions for the pupils and the global Internet is used to search for information. Outside agencies are used such as Coleg y Bala and the mosque at Bangor, and the local minister to enhance the pupils experiences. The school also has a range of different religious artefacts to enrich the learning. Foundation phase pupils learn through stories and carefully planned play experiences. Pupils work shows a range of stimulating tasks on various aspects of RE such as beliefs, doctrines and religious practices. The children’s books also contains evidence of dealing with life’s fundamental questions and opportunities to personally respond to spiritual issues. Pupils work at KS2 indicate that all aspects of RE are focussed upon twice over a four year

period and that work on People, Beliefs and Questions receive regular focus at the Foundation Phase over a four year period.

Matters for attention

Further develop and extend opportunities to deal with life's fundamental questions and offer spiritual experiences.

Excellent		Good	*	Adequate		Unsatisfactory	
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Collective Worship

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

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

Good aspects of quality of Collective Worship

Collective worship is a daily occurrence at the school in various ways - whole school worship and individual class worship. Methods of worship vary such as listening to a story or presentation, opportunities for pupils to take leading roles and plan services themselves, collective singing and active participation such as acting at others services. Nia from the Sunday Schools Service visits once a term to hold collective worship in a fun way. All the teachers in turn hold the collective worship and every staff member as well as the children attend whole school collective worship to afford collective worship respect and status. At class worship sessions, an emphasis is placed on pupils planning their contributions and on improvised prayer. Various methods are used such as calming down and stories that encourage the pupils to have a spiritual role through closing the eyes and imagining that they participate in the events.

Matters to address as regards quality of Collective Worship

Continue to ensure the same standard of provision and ensure that the same methods and experiences are used in worship within individual classes throughout the school.

Excellent		Good	*	Adequate		Unsatisfactory	
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Signed: Carys Hughes (Headteacher)

Date: Mai 19th, 2015

School: Tanygrisiau

Religious Education

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

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

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

Standard sin Religious Education – progress in learning

Standards in Religious Education are good.

This is adjudged as:

- Scrutinizing pupils work shows a high standards in subject-based information and development from year to year as regards pupils skills.
- The pupils respond to the field in various genres, including literacy, art and technology and produce good work when linking the subject to these other subjects.
- There are high expectations as to the pupils work. There is a high standard of literacy in the subject.

Matters to focus on

Maintain the high standards with a view to the possibility of future staffing changes.

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

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

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

Teaching: planning and range of strategies

The school has a firm system for the RE lessons at the FP and KS2. Weekly lessons are held, appropriate schemes that indicate development from one year to the next, regular assessment and a teacher who is very knowledgeable about the field. This leads to pupils who perform work of a high standard. Lesson observations where the teaching and learning are good confirms this. The pupils are interested in the field and effectively commit themselves to the work.

Matters to focus upon

Continue to integrate Numeracy and Literacy Framework to the RE activities throughout the school.

Outstanding		Good	x	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is collective worship provision?

Does the collective worship meet statutory requirements?	Yes	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspection of Collective Worship at non-denominational schools; (ESTYN, September 2010) , 'Religious Education and Collective Worship ' (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

Weekly periods of worship.
Ethics and respect are promoted in the services.
Each class take turns to lead the service.

Matters to focus upon regarding quality of Collective Worship.

Strengthen links with religious leaders in the area.

Outstanding		Good	x	Adequate		Unsatisfactory	
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Signed: *G T Jones* (Headteacher)

Dated: 20/4/15

School Name: Ysgol Yr Eifl

Address: Trefor, Caernarfon, Gwynedd LL54 5LL

Religious Education

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

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

Standards in Religious Education – progress in learning

The vast majority of pupils are good achievers, and have gathered information on various religions including Hinduism, Muslim Faith, Christianity and Buddhism.

Standards in literacy, numeracy, ITC and thinking skills

ITC – Good

Thinking Skills - Good

Oracy and Reading - Good

Numeracy – Good

School is currently prioritizing writing

Matters for attention

The Thematic Plan is being re-vamped. It is important that the children develop their knowledge of religions and their investigative skills.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Key Question 2: How good is the RE provision?
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- Self-evaluation should consider the following indicators: the time that is allocated to the subject, subject-based information, specialization and the teachers professional development, suitability of the programme of study and range of teaching resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to form an opinion about the quality of the teaching in RE lessons at the school, and the extent to which pupils are encouraged and motivated to achieve high standards.
- Primary schools should refer to the 'People, Faiths and Questions' provision for Foundation Phase learners and RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

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

Teaching in religious education: planning and range of strategies

The children are allocated 1 hour a week of formal RE. The teacher is well-informed about the subject and there is good provision.

Skills Provision: literacy, numeracy, ITC and thinking

Pupils have opportunities to investigate in books and over the internet. The pupils are encouraged to develop oracy skills in the services.

Matters for attention

Consider how IT use can be augmented through RE provision.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is collective worship provision?

Does collective worship meet the statutory requirements?

Yes ✓

No

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

Good features as regards quality of Collective Worship

All pupils have regular opportunities to attend collective worship.

Matters for attention regarding quality of Collective Worship

Services cycle requires review due to aspects having now become dated.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Signature: Cai Larsen (Headteacher)

Dated: 20th January 2015

School: Ffridd y Llyn

Religious Education

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

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

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

Standards in Religious Education – learning progress

During this term, work was done at KS2 on the important question ‘Is there peace?’ The pupils were very inquisitive, offering many ideas and opinions, especially year 6 pupils. Very mature group discussions were held, with the pupils confidently presenting their ideas in front of the rest of the class. Various places that attract Christian pilgrims were discussed - most of the pupils could offer reasons for going on a pilgrimage. @ebol pack was used to introduce the work with a presentation on Bardsey Island and Cowbois Rhos Botwnnog. A journey to Glan-llyn was organized as part of the theme, so as to enable the pupils to write about their particular journey. The purpose of the visit was focussed upon, how they felt when preparing for it, and during the journey, and what they learnt from the experience. It was felt that some Y4 pupils lacked confidence when discussing their feelings, but that most of the pupils were very confident.

The main focus of Y2 and 3 during the term was our responsibilities and obligation to look after each other and our world, when discussing the important question ‘what kind of a place should the world be?’ Much information was gathered about Martin Luther King, and his dream of having an unprejudiced world. Work of a high standard was seen as the pupils designed posters ‘what kind of world is the ideal world’. Most of the pupils had ideas and a firm opinion about what to include. This was in evidence as they arranged all the statements in order of importance.

It was felt that the fundamental question that had been put to the pupils at the start of term had instilled much enthusiasm amongst the pupils and that most of them had made good progress during the term.

The Foundation Phase class discussed the Easter story, through reading a story from the Bible, acting out different scenes and creating scenes using appropriate models. Simple personal books were prepared about the Easter story, with an emphasis on new life. The pupils visited Coleg y Bala for a day to enhance their experiences of the Easter story. The story was narrated in drama form and in simple stories – this certainly enhanced their understanding of the story, as they were more willing to answer questions and express an opinion.

Matters for attention

Provide the pupils with more time to discuss and express an opinion in order to increase their understanding and develop confidence when dealing with religious questions – at the FP and KS2.

Make them more aware of world religions.

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

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

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

Teaching: planning and range of strategies

At Key Stage 2, there is a weekly focus on RE as part of the termly theme. The majority will be cross-curricular activities so as to integrate literacy and numeracy into the entire fields. There is much focus on thinking and assessment for learning strategies when teaching RE. The pupils prepared GED grids to stimulate previous information, create thinking maps, diamond listing and setting success criteria to assess their own work.

Our planning methods have been amended since September so that Literacy and Numeracy Framework strands integrate through all the fields. Consequently, most of the work is cross-curricular, and all the subjects integrate. There is considerable focus on skills that are developed within the RE work, such as Dealing with the Fundamental Questions. We have invested in a series of books that focus on the Fundamental Questions, and the schemes of work are based on these, in an effort to ensure that the work is more investigative.

At the Foundation Phase, the pupils have had opportunities to explore their experiences, questions and priorities, and those of others. A huge emphasis has been placed, and much work has been done on responsible behaviour towards our friends, ourselves and other living things. We seek to use an open method that encourages the children to participate and raise their own questions. Pupils confidence and ability to question has greatly developed as a consequence. Much of the work will be presented during circle time.

Matters for attention

Maintain differentiated planning so as to ensure that the work sets the appropriate level of challenges for each pupil.

Outstanding		Good	*	Adequate		Unsatisfactory	
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Collective Worship

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

Does collective worship meet statutory requirements?	Yes	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on reviewing Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

Daily periods of collective worship are held, as well as opportunities to learn about the beliefs of people from different cultures, successfully promoting pupils spiritual and moral development.

Through the school council, pupils have clearly defined responsibilities and an influential voice in what occurs in the school community. During a recent self-evaluation of our services, the School Council noted that the services were too lengthy, and that singing one hymn rather than two would shorten the services. It was also suggested that some of the pupils be given opportunities to act out a story during the service so that the infants would find the services more engaging.

Practices such as holding a Thanksgiving Service at the church and utilizing the talents in the locality, has a positive impact on the development of pupils social skills and strengthen their engagement with their community.

Matters to address regarding quality of Collective Worship

Hold a prayer at the beginning of the Service to create an atmosphere, and to get the worship off to a firm start.

Clearly differentiate between what is worship and is a whole school meeting to hear the day's announcements – snuff out the candle for instance.

Outstanding		Good	*	Adequate		Unsatisfactory	
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Signed: *Bethan Emyr Jones* Headteacher

Date: 19.5.15

School Name: Y Felinheli

Address: Y Felinheli, Gwynedd, LL564TZ

Religious Education

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

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

Standard sin Religious Education – progress in learning

- Teachers assessments indicate that almost every child makes good progress in Religious Education.
- In 2014, every child achieved the expected level at the end of KS2. The set targets is that 100% of pupils in 2015 reach Level 5 at the end of KS2
- FP pupils make good progress, with almost all reaching the expected level at the end of a stage.
- Good use is made of assessment for learning and there is appropriate tracking of achievements.

Standards in literacy, numeracy, ITC and thinking skills

- Having scrutinized books, good evidence was observed of the balance between reading, writing and oracy. Regular opportunities were seen to investigate and recognize links between faiths, doctrines and religious practices e.g. look at the impact of the Second World War on the lives of people and religions. What acts are was discussed? What acts exist today? Good examples of thinking maps were seen.
- In the Junior Department, specific themes were observed dealing with 'Celebrations' and good opportunities to use oracy and communication skills e.g. recreate a marriage at Nant Gwrtheyrn, where there were very good opportunities to experience a real marriage. The pupils possessed good oracy skills.
- When monitoring teaching at the FP, effective early factual writing was observed when gathering information about Mother Teresa and good computer/reading skills were displayed when selecting knowledge from Internet sources.
- The majority of FP pupils can discuss appropriately and provide constructive comments when talking about homeless persons and their requirements.
- During class monitoring, effective use was observed of the role play zone to create a Church and to expand oracy skills well e.g. good opportunities were provided to participate in a baptism, and the activity was extended to include hymn singing.

Matters to focus upon

- Make better use of all ITC aspects when interpreting data.

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

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

Teaching in religious education: planning and range of strategies

- The impact of appointment of a PPA teacher to present RE at KS2 can be observed in the improvement of quality of teaching specifically at KS2, and the cohesion between years
- Effective planning occurs over a two year cycle, and a balanced curriculum is secured. There is detailed planning with due focus to skills and the Literacy and Numeracy Framework.
- The FP provides good preparation to ensure a recognition of other cultures, and is effective in comparing faiths in countries such as India and China. There is good preparation to ensure discussion and response to fundamental

questions that stem through their personal experiences, the world around them and aspects of religion.

- A cross-curricular activity of scrutinizing books indicated that many pupils display appropriate literacy skills in extended writing e.g. how believers find peace – with a proper study of the Shabbatt and the Jews during the Second World War.
- Adequate use is made of visitors/religious practitoners to hold school services.

Skills Provision: literacy, numeracy, ITC and thinking

- Planning audit indicates that there is good preparation for skills development, and use of a variety of strategies and teaching methods receives appropriate attention.
- Scrutiny of books indicates that most of the planning is implemented almost in every year.

Matters for attention

- The co-ordinator requires additional training to receive an up-date on the programme of study and to enhance specialization.
- Wider use is made of the various practitioners specialization.

Excellent		Good	√	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is collective worship provision?

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

Good features regarding quality of Collective Worship

Following Estyn report 2015, the opinion reached was that the '... School very effectively promoted the pupils moral, social and cultural development. By providing opportunities to regularly reflect at whole school morning services and the classroom services, the school effectively develops the pupils spiritual development. The teachers reinforce this in the circle time sessions'.

Matters to focus upon regarding quality of Collective Worship

- Ensure that instrumental/peripatetic lessons do not impair the opportunity for reflection.

Excellent		Good	√	Adequate		Unsatisfactory	
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Signed: *Non Wyn Huws* (Headteacher)

Date: 26.01.2015



Cyfarfod Cymdeithas CYSAAGau Cymru, NPT, 6 Mawrth 2015 (10.30am – 3pm)

Wales Association of SACREs meeting, NPT, 6 March 2015 (10.30am – 3pm)

<p>Ynys Môn / Anglesey Bethan James Rheinallt Thomas</p> <p>Blaenau Gwent</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans Vicky Thomas Lowri Florence Cathryn Davies-Jones</p> <p>Caerffili/ Caerphilly Vicky Thomas</p> <p>Caerdydd / Cardiff Katherine Mayer</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry Meinir Wynne Loader</p> <p>Ceredigion Lyndon Lloyd</p> <p>Conwy Nicholas Richter</p>	<p>Sir Ddinbych / Denbighshire Gavin Craigen</p> <p>Sir y Fflint / Flintshire</p> <p>Gwynedd Bethan James</p> <p>Merthyr Tudful / Merthyr Tydfil Y Cyng./ Vicky Thomas Ernie Galsworthy</p> <p>Sir Fynwy / Monmouthshire Sharon Perry- Phillips Susan Cave Neeta Singh Baicher</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Jen Malcolm Peter Rees Janice Dudley Rachel Samuel Gwilym Jones</p> <p>Casnewydd / Newport Vicky Thomas Andrew Powles Huw Stephens Neeta Singh Baicher <i>Sally Northcott</i> Amanda B. Davies Soam Sharma</p> <p>Sir Benfro / Pembrokeshire Huw George</p>	<p>Powys Margaret Evitts</p> <p>Rhondda Cynon Taf</p> <p>Abertawe / Swansea Vicky Thomas Chris Mann Rachel Bendall (SMUTSD) Claire Foley Alison Lewis Helen-Marie Davies</p> <p>Torfaen /Torfaen Vicky Thomas Marilyn Frazer Helen Bevan</p> <p>Bro Morgannwg / Vale of Glamorgan</p> <p>Wrecsam / Wrexham Tania ap Sion Libby Jones</p> <p>Sylwedyddion / Observers Leslie Francis (St Mary's Centre) Mark Champion (Estyn) Eldon Phillips (REMW)</p>
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Minutes

1. Cyflwyniad a chroeso / *Introduction and welcome*

Chair, Tania ap Siôn introduced Aled Evans, Director of Education, Leisure and Lifelong Learning for Neath Port Talbot, who gave the welcome address.

Aled Evans welcomed WASACRE to The Orangery in Margam. He commented that it is a good venue for a meeting focussed on religious education, with its 4000 years of continuous habitation which reminds us of the need to safeguard our heritage. The 850-acre estate is one of the major ancient settlements in Wales, a pre-historic site with evidence of bronze age, Celtic and Roman habitation. It also has particular religious importance as the site of a Cistercian Abbey, which was built in the Middle Ages and it has links across the whole of Wales. The Orangery itself was built in the late 18th Century. Neath Port Talbot has a pro-active SACRE, which is always searching for new ideas for monitoring standards in religious education and collective worship. SACRE has just begun a new monitoring process taking on the different approach of inviting secondary Heads of RE to present on their own departments at each meeting and sharing the plans they have put in place to ensure development, including their transition programme with feeder primary schools. Also, the Holocaust Memorial Day event is very special in Neath Port Talbot and one that the local authority and SACRE is very proud of. Aled Evans commented on the Donaldson Report which has just been published and said that it is very good to see support for religious education in the report and a recommendation to keep RE as a statutory requirement in Wales. He also commented that religious education helps to develop the important, lifelong skills that all learners need and provides them with a forum for thinking about the deep questions. He urged the need for safeguarding these skills, as they not only help to develop knowledge of different religions, but also help learners formulate ideas about the world we live in. Aled Evans described how his own daughters had benefited immensely from religious education in school and went on to say that we often underestimate the importance of religious education in helping learners to develop an understanding of different religions and promoting integration and a stronger sense of community. Wales, he explained, is good at this as we are not a country or a nation; we are a very big village or community. Mr Evans wished WASACRE a good meeting.

The Chair thanked Aled Evans for his words and welcomed Cllr Peter Rees and Cllr **Janice** Dudley (Chair of NPT SACRE), also from Neath Port Talbot to the meeting.

2. Adfyfyrion tawel / *Quiet reflection*

A reflective silence to prepare for the meeting ahead.

3. Ymddiheuriadau / *Apologies* John Mitson, Cllr Michael Gray, Tudor Thomas, Cllr Deborah Wilcox, Helen Gibbon, Gill Vaisey, Christine Abbas, Arthur Threlfall, Ams Kingra, Farida Patel, P Harris, Wyn Meredith, Louise Thomas, Steve Price.

4. Cofnodion y cyfarfod a gynhaliwyd yn Nhorfaen, 26 Tachwedd 2014 / Minutes of meeting held in Torfaen, 6 November 2014

Following one amendment to the attendance list, the minutes were accepted as a true record of the meeting.

5. Materion yn codi / Matters arising

P4. Item 5. It is noted in the Executive report that Wales is no longer represented on the RE Council for England and Wales. In the past Wales has had a co-opted place, but no secure place. The REC is offering WASACRE the chance to nominate a representative for the Board, however, the nominee may or may not be successfully elected. The Executive Committee agreed to write to REC expressing disappointment with this situation. Libby Jones will write the letter. Past Chair, Edward Evans expressed the importance of Welsh representation on the Board which has Wales in its title.

P7. Item 7. The presentation by WJEC 'What does the data tell us?' is on the WASACRE website to be shared with SACREs.

P8. Item 7. The presentation by Monmouthshire SACRE 'Celebrating RE Transition Project' is on the WASACRE website to be shared with SACREs.

P9. Item 7. The presentation by NAPfRE members 'SACREs and consortia arrangements (feedback)' is on the WASACRE website to be shared with SACREs.

Usually all NAPfRE presentations will be uploaded to the WASACRE website and this process is now protocol. www.wasacre.org.uk

Rheinallt Thomas queried whether this takes place of the REflections that used to appear in RENews. REflections are now Canolfan Peniarth's responsibility and therefore a process needs to be agreed for the continuation of sharing this information with RENews online. Tania ap Sion responded by explaining that WASACRE has not yet looked at how this would work since RENews has moved to web-based publication only and so it needs to be raised at the Executive. Rachel Bendall is involved in supporting the new website and she also responded by explaining the current situation. Rachel offered to pass on any comments or questions to Peniarth. Tania ap Siôn reminded members that it is the responsibility of the presenter to write up a commentary for their presentation before it can be published on the website, but that WASACRE could facilitate this. The inclusion of PowerPoint presentations on WASACRE website does not take the place of written articles for presentations; these are two different kinds of resource.

A.O.B. An brief update was given on this project – that is, Professor Leslie Francis' request for 6th forms willing to participate in his current Europe-wide survey 'Religion, Values and Human Rights'. From this request two schools have responded. The survey is available in English only, there is still opportunity for participation, and it is open for 16-18 year olds, as well as year 11. In the Torfaen meeting it was described as 6th Form

only. Leslie Francis commented that through this survey he is listening to young people in order to gain an understanding of their views on religion, their values and their views on Human Rights. Part of the driver behind this survey is points of conflict between religious positions and Human Rights positions. Leslie Francis also pointed out that this is an empirical perspective and he offered some examples of survey questions for members to look at over lunch. Professor Francis said that he would welcome an opportunity to present and discuss the results of the Welsh survey in a future WASACRE meeting.

6. Diweddariadau/Up-dates:

Bagloriaeth Cymru Newydd / *New Welsh Baccalaureate*

Libby Jones gave a brief overview of the new qualification. In response to the findings of the Review of Qualifications, the Welsh Baccalaureate is changing from September 2015. The core of the revised Welsh Baccalaureate will have a clear focus on the following skills: Literacy, Numeracy, Digital Literacy, Critical Thinking and Problem Solving, Planning and Organisation, Creativity and Innovation, and Personal Effectiveness. These skills will be developed, applied and assessed through the completion of four 'Challenges', which are: The Individual Project Challenge (50%), Global Citizenship Challenge (15%), Enterprise and Employability Challenge (20%), and Community Challenge (15%). These challenges make up the core aspect of the Welsh Bacc and form the Skills Challenge Certificate, which is a GCSE in its own right. The Welsh Baccalaureate qualification as a whole will be the key Performance Indicator for schools from 2018. Libby explained that schools have been informed that it should not be a 'bolt on' programme and should not be delivered mainly through 'blocks' of time (e.g. at the end of term), which raises issues for schools in where they fit it into an already crowded timetable. This issue has raised concern for some Heads of RE who have experienced discussions about KS4 RE time being used for Welsh Bacc dedicated lessons in their schools. Libby urged members to be aware of this issue and to consider how individual SACREs can support RE in their Local Authorities. RE can easily contribute to the challenges within core RE time but how this is done without losing essential exam preparation needs to be thought about carefully. Vicky Thomas responded by saying that RE is still a statutory requirement, the Donaldson Report has strengthened that and schools should be reminded of this. Vicky's comments were reiterated by other members including the need for schools, especially RE departments, to be supported by SACREs at this time. Other questions were raised including where this support would come from, budgets etc, and where are the professionals to provide the support? Tania ap Sion thanked members for their important comments and raised the question of how WASACRE can help and work towards providing support for schools and SACREs. Vicky responded also by saying that Governing bodies need to provide support and this can be prompted by sending a Mailshot to them to say how RE can contribute.

Arholiadau Astudiaethau crefyddol / *Religious Studies examinations*

Vicky Thomas gave an up-date regarding the current situation. She explained that two stakeholder meetings have taken place. One in November 2014 which Tania ap Siôn attended on behalf of WASACRE and one in December which herself, Mary Parry and Phil Lord attended as representatives of WASACRE. Members were pointed towards the information sheet included in the papers for the meeting, from which Vicky wanted members to note the following:

There will be changes to the current specifications for Wales and a number of models will go out to all schools in Wales for them to respond to. Vicky urged members to encourage schools to respond as their voice is important. Vicky told members that there is a strong feeling within WJEC that Short Course Religious Studies will continue. At GCSE the study of two different religions will be made compulsory in England and therefore most likely in Wales too. There is also a possibility that Buddhism and Sikhism will be included in the GCSE specification.

At AS and A2 level the two qualifications will be stand alone in England (the AS will no longer link into the A2) and there will be no January examination and no synoptic option in England. However, in Wales students will be offered the choice of doing the synoptic option, but they will no longer be able to see the question before the exam. In Wales the AS will still link into the A2, but as in England there will also be no January exam. In Wales there will not be any prescribed content for Curriculum Cymreig, but local Curriculum Cymreig will be encouraged where appropriate.

Under Process and Timescale on the sheet Vicky pointed out that Welsh Government will be approached for accreditation of the specifications by 30 September 2015 and not the Summer as the sheet suggests, with implementation from Autumn 2016.

Following Vicky's report the following questions were raised:

Will the specification models sent to schools be in hard copy form or electronic? Vicky Thomas was not able to confirm this.

Will either of the two compulsory religions have to be Christianity? Vicky Thomas was able to confirm 'no'.

Tania ap Siôn thanked Vicky for the up-date.

Cysylltiadau Llywodraeth Cymru / Welsh Government contacts

Regarding the request for reinstatement of the meeting with the Minister for Education and Skills, Huw Lewis. Libby Jones wrote to the Minister to secure a suitable date for the meeting and a response was received on 11 December 2014 informing WASACRE that the Minister will not consider a meeting until after the publication of the Donaldson Report. Following this letter Libby Jones and Tania ap Siôn met with John Pugsley, Head of Subject Support 7-19 and Steve Price, responsible for RE and other non-core curriculum subjects, both from Welsh Government, on 20 January 2015. Louise Thomas

was not in attendance. They discussed how Welsh Government and WASACRE can work together in a mutually advantageous relationship. Both parties agreed to meet twice a year to discuss matters relating to RE and collective worship as well as other related matters. Tania ap Siôn commented that the meeting was positive and that WASACRE will maintain contact with Mr Pugsley and Mr Price in between the meetings. A further request for a meeting with the Minister was given at the meeting and WASACRE was advised to continue raising some specific issues directly with Huw Lewis.

Adolygiad cwricwlwm / Curriculum review

Members were informed that WASACRE has been involved from the beginning of this review process, meeting with Professor Donaldson and responding to the initial consultation questionnaire.

Chair of NAPfRE, Bethan James presented a PowerPoint which had previously been discussed at the NAPfRE meeting on 5 March 2015 and which is now available on the Welsh Government website and the WASACRE website for members to access. The PowerPoint showed some of the main points of the recently published Donaldson Report, as follows:

Four purposes of education.

Six Areas of Learning and Experience.

Three cross-curriculum responsibilities.

Progression Steps at ages 5, 8, 11, 14 and 16 (including 'Routes').

Achievement outcomes.

A range of pedagogical approaches.

Refocusing assessment on learning, including learners' self- and peer-assessment.

Monitoring performance of the system at a national level through annual sampling.

A further questionnaire is now on the Welsh Government website which schools, other groups and individuals are being encouraged to respond to. However, before its completion these groups are also being encouraged to have the 'Great Debate' for which there are a series of resources available. These resources will act as prompts to stimulate and support the debate. E.g. film clips, questions etc.

Vicky Thomas informed members that there are four 'Major Debates' that they can be involved in across Wales as follows:

11 March - 16:00-18:00 - Neuadd Reichel, University of Bangor

12 March - 08:00-10:00 - Catrin Finch Centre (auditorium), Wrexham - CANCELLED

18 March - 16:00-18:00 - Liberty Stadium, Swansea

19 March - 08:00-10:00 - Coleg y Cymoedd, Nantgarw PLUS LIVE WEBINAR.

In order to secure a place at one of the debates members will have to submit their name via the Welsh Government website and wait for confirmation.

This whole process is called 'Phase 1' and runs from 4 March to 8 May 2015. After this all the views will be considered and a statement from Welsh Government will be published in the summer.

Bethan James assured members that the material is very current and most relevant to WASACRE. The questions for the 'Great Debate' are as follows:

Q1. In what ways do you agree or disagree that the existing national curriculum is no longer suitable for the needs of children and young people in Wales?

Q2. What are your views on the four broad purposes set out in the Report? Overall, do you think these provide the right basis for the future curriculum for children and young people in Wales? And, if not, why not?

Q3. Combining subjects and other aspects of learning into six Areas of Learning and Experience reaffirms the importance of subjects – and also recognises aspects of learning that are also important such as health and well-being. In what ways do you agree or disagree with this approach?

Q4. The Review recommends an approach to assessment that is primarily concerned with supporting children and young people's educational progression, and distinguishes between assessment to help progression and assessment to provide evidence for accountability. In what ways do you agree or disagree with this approach?

Q5. What is your initial response to the pedagogical principles outlined in Professor Donaldson's Report?

Q6. Professor Donaldson's Report proposes a significantly stronger role for schools/settings and teachers in shaping the curriculum. In what ways do you agree or disagree that this is desirable?

(This is very relevant. Teachers and schools have the freedom to develop a curriculum that is relevant to their own pupils. This question needs more discussion from SACREs)

Q7. How best can this process of involvement be continued and how would your school/setting like to be involved? Surveys, conferences, workshops, locally organised debates, social media, other (please specify).

Bethan James proposed that NAPfRE will respond as a group and because WASACRE and most SACREs will not meet before the deadline of 8 May the NAPfRE group (which will also contain WASACRE Executive members) will respond on behalf of WASACRE also, if members are in agreement. Members present agreed to this proposal. Rheinallt

Thomas asked for the response to be circulated to all members through SACREs and the Executive before it is sent to Welsh Government so that it may inform their responses as appropriate. This was also agreed at the meeting. Bethan urged individuals and SACREs to respond to the questionnaire so that RE was well represented.

Edward Evans asked for clarification on the statutory nature of RE being up to 16 and not further. Mary Parry responded by saying that the review was commissioned for the up to 16 age group only.

7. Cyflwyniad NAPfRE / NAPfRE presentation:

Fframwaith Llythrennedd a Rhifedd ac Addysg Grefyddol / *The Literacy and Numeracy Framework and RE* Rachel Bendall

Rachel Bendall, Senior Lecturer Secondary PGCE Religious Education from University of Wales Trinity Saint David presented a PowerPoint showing the work her students have done to incorporate the LNF in their teaching of religious education. Rachel showed members a variety of example tasks that the students had successfully trialled during their placements.

The resources have been shared on the new RENews website. The correct address for this website is <http://www.religious-education-wales.org/> and also on the Hwb website <https://hwb.wales.gov.uk/>. The PowerPoint presentation will also be available on the WASACRE website.

Ennyn diddordeb bechgyn mewn AG a chodi eu safonau / *Engaging boys in RE and raising their standards* Mary Parry

Mary Parry explained that this specific issue is one that has been raised by Estyn across the curriculum but also in the 2012 Thematic Review of Religious Education and so it is very current. Mary shared a scheme of work for KS3 pupils that she has developed called 'Muslim Footballers in the Premier league'. The scheme aims to engage and motivate boys, raise standards, implement the LNF, develop religious education skills and to develop thinking skills.

Members were shown a PowerPoint presentation that could be used with pupils in class and were given copies of the tasks that accompany the PowerPoint to take back to their SACREs.

Members carried out one of the tasks in groups and fed back their responses and discussion ensued.

Meinir Loader said that she had trialled these tasks and has seen first-hand the benefits to her pupils and the high standard of the extended writing task among boys and girls.

Professor Leslie Francis welcomed the presentation. He commented that it is a good way in which male images can be used within RE and that men too can be religious. Leslie

Francis explained that current research indicates that religion has become feminised in that it appeals to those who have a particular disposition ('feeling types') and that it is important to widen the appeal of religious education to respond to the interests of 'thinking types' also. 'Thinking types' and 'feeling types' are not determined by sex (male and female) but research in many countries show that proportionally more males tend to be 'thinking types' and more females tend to be 'feeling types'. It is important to do some research which looks into this further.

Sharon Perry-Phillips commented that schools and especially RE departments have little or no funding to resource religious education and that as a teacher she is grateful to Mary Parry and WASACRE for sharing something that members can take back to their schools for free.

Unfortunately, due to copyright issues the resources will not be more widely available and will not be shared on the WASACRE website.

Neeta Baicher also shared information about a useful resource from the BBC called 'India's daughter' which is on iPlayer now.

8. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 2 Chwefror 2015 / *Report from the Executive Committee held on 2 February 2015*

P2 Item 8. Estyn reports. Vicky Thomas updated members on what Caerphilly SACRE had done with regard to spiritual, moral, social and cultural development (SMSC) comments in Estyn reports. The contents of Anne Keene's letter from Estyn was shared and members were very pleased with the response that inspectors would be reminded about the requirement to report on the spiritual, moral, social and cultural development of pupils in their next e-shot to them. The WASACRE Executive Committee agreed to continue checking reports and to write again to Anne Keane to update her on any progress. Bethan James thanked Caerphilly SACRE for flagging it up and Mark Campion from Estyn reiterated this and asked WASACRE to contact him in the autumn term if there are any gaps relating to this in Estyn reports. Rheinallt Thomas reminded members that Anne Keene has been very supportive of RE and is retiring soon. He proposed that WASACRE send a letter of thanks to Anne for her support and also a letter to make contact with the current Strategic Director. Libby Jones will write and send both letters.

P3 Item 14. Phil Lord is at the EFTRE meeting in Dublin at present, but in his absence Tania ap Siôn informed members of the significant role he has played in developing the Wales REQM. He now feels that he has completed this important aspect of his work and that a link role is now needed, which will be filled by Libby Jones. Tania ap Siôn formally thanked Phil for his contribution to REQM Wales.

9. Gohebiaeth /Correspondence

Two items have already been covered elsewhere on the agenda. One under Item 6. Updates. Welsh Government contacts and the reinstatement of the meeting with the Minister

and the second under Item 8. The executive report from 2 February 2015. Estyn reports and the letter from Anne Keene.

A letter was received from Wrexham SACRE regarding the possibility of Estyn including a comment on collective worship in future reports. Vicky Thomas informed members that this was also included in Caerphilly SACRE's letter to Estyn.

Mark Champion (Estyn) informed the meeting that it is at the discretion of the reporting officer whether or not to include a comment about the quality of collective worship. It may appear to be inconsistent, however, if it does not appear the inspector is complying with Estyn guidance. Mark Champion read out an example from Newport High School which explicitly commented on collective worship and mentioned other schools like Ysgol Rhiwabon where positive comments had been included in the report. He explained that there was no appetite to change the current guidance from Estyn. During the inspection week inspectors will discuss with schools things that do not appear in the report, as they cannot include everything they would like to in it and therefore it is important for them to continue this dialogue. Gavin Craigen thanked Mark Champion for his clear explanation of Estyn's position and proposed that there would be no purpose in taking this forward. Members present agreed.

Libby Jones will inform Wrexham SACRE of this response.

Some members commented on the difficulty SACREs have in monitoring collective worship when Estyn reports do not include specific comments on it. The debate on this issue continues at NAPfRE meetings and in individual SACRE meetings and a presentation on the monitoring of collective worship and its provision in schools will be part of the WASACRE programme at the next meeting.

Christine Abbas sent members of WASACRE New Year greetings from the Baha'i community in Wales. (this email was received after the event due to problems with internet access at the time)

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

Chris Mann from Swansea SACRE offered leaflets from the Buddhist Centre in Swansea and Llandudno both of which welcome school visits. Members were invited to take a leaflet back to their own SACRE if they wished to. Chris Mann thanked WASACRE for drawing attention to the Centre and for an interesting meeting.

11. Dyddiad y cyfarfod nesaf / Date for next meeting: 25 Mehefin 2015, Sir y Fflint yn cynnwys AGM / 25 June 2015, Flintshire including AGM.

Dyddiadau cyfarfodydd yn y dyfodol / *Future meeting dates: 25 Tachwedd 2015 (Blaenau Gwent) / 25 November 2015 (Blaenau Gwent).*

Tania ap Siôn thanked all persons involved with the organisation and running of the meeting, with special thanks to SACRE Clerk Mary Mills, Systems Leader Jen Malcolm, the translation team, and the staff at the Orangery in Margam.

DRAFT