

**Standing Advisory Council for Religious Education**

**GWYNEDD  
ANNUAL REPORT**

**September 2014 - August 2015**

Head of the Education Department

Arwyn Thomas

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**SECTION 1:  
EXECUTIVE SUMMARY**

**SACRE's function in relation to Religious Education**

A clear outline of SACRE's function is given in the Welsh Office Circular 10/94

SACRE advises the LEA on matters relating to the provision of Religious Education and Collective Worship, and is responsible for the establishment of an ad hoc body, the Agreed Syllabus Conference, to produce or consider amendments to the Agreed Syllabus for Religious Education.

**1.1 Chairman's summary**

E. Selwyn Griffiths  
Chairman, 2014-15

## SECTION 2: ADVICE TO GWYNEDD EDUCATION DEPARTMENT

### 2.1 SACRE's function in relation to Religious Education

A clear outline of SACRE's function is given in the Welsh Office Circular 10/94.

SACRE advises the LEA on matters relating to the provision of Religious Education and Collective Worship, and is responsible for the establishment of an ad hoc body, the Agreed Syllabus Conference, to produce or consider amendments to the Agreed Syllabus for Religious Education.

### 2.2 The Locally Agreed Syllabus

Gwynedd and Anglesey SACREs have adopted the 'National Exemplar Framework for Religious Education for 5-19 year old learners' as the Locally Agreed Syllabus for Gwynedd and Anglesey (2008). Previous to March 2013, this document and exemplar materials were disseminated by CYNNAL's humanities adviser during training courses and school visits. This curriculum support was discontinued in March 2013.

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

### 2.3 How good are standards?

Gwynedd SACRE monitors religious education and collective worship by:

- receiving a summary of a school's self-evaluation report in response to the key questions of ESTYN's Inspection Framework;
- analysing the Local Authority's teacher assessments and secondary examination results;
- reviewing ESTYN inspection reports for references to 'religious education' or 'collective worship';
- inviting teachers and head teachers to share their good practices with members in the termly meetings, and by

#### 2.3.1 Schools' self-evaluation reports

SACRE members resolved at their meeting on 9 February 2011, to continue to receive copies of schools' self-evaluation of religious education and collective worship and asked head teachers to use a revised template. Gwynedd SACRE, Gwynedd head teachers and members of the National Advisory Panel for Religious Education (NAPFRE) have approved the new template which was redrafted in response to the new ESTYN Inspection Framework (Appendix 3.5). The SACRE clerk, who is an assistant quality improvement education officer for Gwynedd Council is responsible for distributing and collating the self-evaluation reports. Primary and secondary schools are asked to submit a summary of their self-evaluation during the year when the school is inspected by ESTYN.

CYNNAL has developed guidance and an online template for primary and secondary schools which support teachers and head teachers in their self-evaluation. The supplementary materials include success criteria, lesson observation book review guidelines, data analysis, making judgements on standards and cross curricular skills as well as exemplar questions which could be used when interviewing pupils.

Fourteen self-evaluation reports were submitted to Gwynedd SACRE during the year. Reports were received from the following primary schools: Llanbedrog, Crud y Werin, Edern, Talsarnau, Y Gorlan, Dyffryn Ardudwy, Y Garreg, Bro Tryweryn, Yr Eifl, Felinheli, Coed Mawr, Bro Plenydd, Tanygrisiau a Ffridd y Llyn.

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

	How good are outcomes in Religious Education?				How good is provision in Religious Education?				How good is the provision for collective worship?			
	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory
<b>Primary</b>		14				14			1	13		
<b>Secondary</b>												
<b>Total</b>		14				14			1	13		

The self-evaluation reports reflect the requirements of Gwynedd and Anglesey SACREs by submitting evaluative comments based on specific evidence. In the best examples, the commentary was measurable and quantitative and made references to the Locally Agreed Syllabus.

### How good are outcomes in Religious Education?

Foundation Phase learners who can:

- respond very well to religious and morâl stories and who consistently develop their ability to discuss and retell the stories and their experience in written form or in oral activities, (Llanbedrog);
- use simple religious vocabulary, (Crud y Werin);
- confidently ask questions relating to people and the morâl/spiritual meaning of stories, (Coedmawr Infants);
- recall and explain basic religious beliefs, teachings and practices, (Bro Plenydd);
- effectively contribute to role play as they create a Church in the classroom and recreate a baptism ceremony, (Felinheli);

Key Stage 2 learners who can

- discuss the term's 'big question' confidently, effectively and sensitively, (Llanbedrog);
- discuss the questions raised from their own experiences, (Crud y Werin);

- answer factual questions about sacred books, (Edern)
- show a good understanding of Christian symbols and ceremonies, (Talsarnau)
- dramatise Bible stories, (Y Gorlan);
- make the expected progress (2 levels) between the Foundation Phase to Key Stage 2, (Y Garreg);
- explain why Christians regard the chapel as a special place and explain the importance of religious celebrations such as Christmas and Easter, (Bro Plenydd);
- who respond with interest and effectively commit themselves to their work in religious education, (Tanygrisiau);
- are inquisitive as they offer their ideas and opinions in very mature Group discussions on the theme, 'Is there peace?' (Ffridd y Llyn);
- display appropriate literacy skills in extended writing as they explore themes such as, 'how do believers find peace?' (Felinheli).

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

- develop an understanding of the impact of religion on the lives of believers by the end of the Foundation Phase, (Crud y Werin);
- develop greater depth in the understanding of the older KS2 pupils, (Talsarnau);
- develop pupils' ability to discuss beliefs and what is important to them regarding morality, and accept that everybody will not share the same viewpoint, (Coedmawr Infants);
- increase pupils' confidence and understanding through the school as they respond to religious questions, (Ffridd y Llyn).

### **How good is the provision for Religious Education?**

The schools identified good practices such as:

- the wide range of resources available to Foundation Phase pupils, (Crud y Werin);
- the detailed detailed schemes of work, based on 'big questions' that ensure progression and development in religious education skills, (Crud y Werin);
- the use made of 'big questions' as a starting point for pupils and their teachers so that they can identify lines of enquiry. This ensures that learners have opportunities to Research, gather information, create and analyse questionnaires, discuss with fellow pupils and visitors, (Llanbedrog);
- educational visits that contribute to pupils' understanding, e.g. to Bangor mosque, the Orthodox Church in Blaenau Ffestiniog, a pilgrimage from Clynnog Fawr to Aberdaron, (Edern)
- the range of writing tasks provided for the pupils, e.g. talks and dialogues, reflections, letters, portraits and prayers, (Talsarnau, Dyffryn Ardudwy);
- the regular opportunities provided for pupils to read in order to gather religious information, (Dyffryn Ardudwy);
- the use of books as a basis for discussions on viewpoints, the story's moral or spiritual meaning and the choices made within the story, (Coedmawr Infants);
- all aspects of religious education are studied twice over a four year period, (Bro Plenydd);

- the opportunities provided for pupils to plan, develop and reflect on their learning within the context of their work in religious education, (Ffridd y Llyn);
- the cohesion between the provision for the Foundation Phase and Key Stage 2 learners, (Y Felinheli);

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

- integrate more numeracy to the religious education activities throughout the school, (Llanbedrog, Dyffryn Ardudwy, Bro Tryweryn, Tanygrisiau);
- integrate more literacy to the religious education activities throughout the school, (Dyffryn, Ardudwy, Bro Tryweryn);
- provide greater opportunities to develop ITC skills within religious education, (Yr Eifl);
- continue to introduce aspects of assessment for learning in religious education lessons, (Edern);
- respond to the results of the pupils' questionnaire (May 2014) that showed that 30% of KS2 pupils did not enjoy the subject, (Y Garreg);
- plan differentiated activities and tasks to allow the more able pupils to achieve higher levels in religious education, (Bro Plenydd, Ffridd y Llyn);
- provide opportunities to study world faiths, (Coemawr Infants, Ffridd y Llyn);
- ensure that the co-ordinator receives appropriate training in order to lead the subject in the school, (Y Felinheli).

### How good is the provision of collective worship?

All schools conform to the statutory requirements.

The schools identified good practices such as:

- that pupils have the opportunity to 'send the candle' at the end of a collective worship session so that everyone has a minute's silence to reflect on an event or to think of a specific situation, (Llanbedrog);
- the regular practice of singing traditional and contemporary hymns together, (Y Gorlan)
- the special ethos and atmosphere of the whole school worship, (Y Garreg);
- each class has responsibility for providing and presenting a moral and spiritual presentation once a term, (Coedmawr Infants);

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

- forge links with local religious communities, (Babanod Coedmawr, Crud y Werin, Tanygrisiau);
- respond to pupils' evaluation by ensuring that the older children play a greater role in the collective worship and that the whole school sessions are shorter, (Edern);
- ensure a greater opportunity for learners to participate in the whole school collective worship sessions, (Talsarnau);
- create a special ethos and atmosphere during our the collective worship session in order to encourage the ethos of reflection, (Y Gorlan, Bro Tryweryn) and differentiate clearly between an act of worship and a whole school meeting, (Ffridd y Llyn);

- encourage the School Council to express a view on what they would like to develop in the collective worship sessions, (Dyffryn Ardudwy);
- ensure greater consistency between the quality of the classroom and whole school collective worship sessions, (Bro Plenydd).

#### SACREs Recommendations to Gwynedd Council

- Develop co-ordinators' and subject leaders' knowledge and understanding of RE and their management skills;
- Ensure that schools receive copies of 'Supplementary guidance: collective worship at non denominational schools' (ESTYN) and 'Collective Worship Guidance' (WASACRE);
- Ensure that schools present their self evaluation reports to SACRE.

### 2.3.2 Teacher assessment and external examination results in the secondary sector

#### Teacher assessments: Religious Education KS3

Departments judge pupils' attainment on the basis of the year's work, specific assessment tasks and tests and use the findings of the national moderation programme (2013-12) and Welsh Government guidance to verify their judgements:

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

The Welsh Government does not collect KS3 Religious Education data, so it is inappropriate to compare the performance of Gwynedd schools with schools across Wales. However, CYNNAL does collect KS3 data on behalf of Anglesey (A), Gwynedd (G) and Conwy (C) local authorities\*.

Year	Schools	Pupils		%L5+		%L6+		%L7+	
		Gwynedd	M+G+C	Gwynedd	M+G+C	Gwynedd	M+G+C	Gwynedd	M+G+C
2014	5(5)+11(14)+0(0)	1,048	1,659	94.0	91.7	61.6	55.3	21.0	19.6
2013	5(5)+5(14)+1(7)	462	1,242	93.5	88.7	68.4	52.3	24.9	18.2
2012 <sup>o</sup>	5(5)+13(14)+4(7)	1,265	2,577	87.0	82.7	51.2	43.2	16.4	12.5
2011	3(5)+11(14)+2(7)	1,150	1,773	81.8		40.7		12.5	

\* By the end of October 2014, every 11 out of 14 secondary schools in Gwynedd had submitted KS3 performance data, 5 out of 5 secondary schools in Anglesey and 0 out of 0 schools in Conwy. Special schools did not submit teacher assessments for religious education.

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

- 11 (out of 14) secondary schools in Gwynedd submitted KS3 teacher assessment: YDyffryn Ogwen, Brynrefail, Eifionydd, Y Gader, Uwchradd Tywyn, Y Berwyn, Ardudwy, Friars, Tryfan, Syr Hugh Owen, Glan y Môr;



- CYNNAL did not receive KS3 performance data from: Botwnnog, Dyffryn Nantlle, Y Moelwyn
- 1048 KS3 pupils were assessed in Summer 2012;
- Level 5+: Very good. 94% of Gwynedd's KS3 pupils attained Level 5+ in Religious Education, an increase of 0.5% since 2013. The percentage of pupils who were awarded L5+ varied from 90.8% to 98.2%;
- Level 6+: Good. 61.6% of Gwynedd's KS3 pupils attained Level 6+ in Religious Education, 6.3% fewer than 2013. The percentage of pupils who were awarded L6+ varied from 43.4% to 76.8%;
- Level 7: Good. 21% of Gwynedd's KS3 pupils attained Level 7+ in Religious Education, 3.7% fewer than in 2013. Level 7+ was awarded by all schools, and the percentage of pupils who were awarded L7+ varied from 7.9% to 38.5%;
- Level 3 or lower was awarded to pupils in 5 schools.
- 4 pupils in Gwynedd were awarded Level 8 in religious education.

### GCSE Results: Religious Studies (full course)

The data represents the candidates who were 15 years old or older in January 2013.

	No. of schools	No. of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2014	12	111	220	331	27.9	40.0	46.0	71.2	80.9	77.6	100.0	100.0	100.0	42	46	45
2013	12	126	262	388	38.9	46.6	44.1	79.4	84.7	83.0	100.0	100.0	100.0	45	47	46
2012	10	113	190	303	37.2	44.7	41.9	76.1	83.2	80.5	100.0	100.0	100.0	44	46	45
2011	12	128	266	394	24.2	41.7	36.0	62.5	75.9	71.6	99.2	96.2	97.2	40	43	42
2010		42	97	139	14.3	36.1	29.5	61.9	90.7	82.0	92.9	99.0	97.1	36	42	40

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

### Good results

- 331 candidates from 12 schools in Gwynedd. The average subject score is 45, one point less than last year. There are no candidates from Ysgol Uwchradd Tywyn. Candidates from Ysgol Ardudwy travel to Ysgol Eifionydd in order to follow a GCSE course.
- Class sizes vary from 8 pupils in one school to 138 in another.
- 36% of the candidates have gained A\*/A (Excellence), 8.1% fewer than last year. 77% of candidates have gained Level 2 (A\*- C), 6.6% fewer than last year. These results suggest that results have reverted to standards achieved in 2011 following two years of improvement (2012, 2013).
- All candidates have attained a Level 1 qualification in Religious Education during the last three years.
- More girls than boys choose Religious Studies as a GCSE option, (B 111 : G 220).

- The results achieved by the girls are better than those achieved by the boys. The average score achieved by the girls is 45 in comparison with the average score of 42 achieved by the boys. +8 represents a GCSE grade. However this year's L2 results suggest that the gap between boys and girls has increased for the first time in four years. The gap between the percentage of boys and girls attaining A\*/A is 12.1% which is greater than 2013 (7.7%) and 2012 (7.5%).

### GCSE Results: Religious Studies (short course)

This data represents the pupils who were 15 years old or older on January 2013. These pupils have chosen to claim their points on the completion of their GCSE short course instead of continuing their studies for a second year. Very few schools offer the GCSE Religious Studies short course as an accreditation for the statutory KS4 Religious Education course.

	No. of schools	No. of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2014	7	122	168	288	25.4	40.4	34.0							23	26	25
2013	9	145	253	398	0.0	0.0	0.0	71.0	79.1	76.1	97.2	97.6	97.5	21	23	22
2012	3	17	38	55	0.0	0.0	0.0	58.8	84.2	76.4	100.0	100.0	100.0	18	22	20
2011	6	121	134	255	0.0	0.0	0.0	46.3	67.2	57.3	100.0	100.0	100.0	18	21	19
2010		223	323	546	0.9	3.7	2.6	62.8	82.4	74.4	100.0	100.0	100.0	22	25	23

Religious Studies is an optional examination subject at GCSE. A few schools have adopted the WJEC Religious Studies course as an accreditation for all pupils who follow the statutory Religious Education course. The range of subjects, examination boards and modular examinations makes it difficult to determine a mean score for all subjects. It is inappropriate therefore to compare school performances and pupils' performance in RE and other subjects. However this information is available in each school and RE heads of department are expected to refer to pupils' performance in other subjects as they self-evaluate standards in religious education.

#### What are SACRE's recommendations to Gwynedd Council?

- Encourage secondary departments to respond to any messages identified as a result of analysing schools' internal and external performance data;
- Ensure that religious education teachers are able to access the subject guidance of the WJEC examination board and to facilitate opportunities for them to work together in response to the new specifications for the new GCSE and A level examinations.
- Facilitate professional learning communities for religious education teachers in order to share good practice and work together to observe lessons, scrutinise books or to establish meaningful partnerships with their colleagues in the primary sector.

### 2.3.3 ESTYN Inspection Reports

15 primary schools and 2 secondary schools in Gwynedd were inspected by ESTYN during 2014-15:

School	Date	Care, support and guidance (2.3) <i>Is there a reference to spiritual, moral, social and cultural development?</i>	Care, support and guidance (2.3) <i>Is there a reference to collective worship?</i>	Learning experiences (2.1) <i>Is there a reference to Religious Education?</i>	Working with partnership (3.3) <i>Is there a reference to local religious communities?</i>
Llanbedrog	05/2014	✓	✓ <sub>1</sub>	✗	✗
Y Gorlan	05/2014	✓	✓	✗	✗
Edern	06/2014	✓	✓ <sub>1</sub>	✓	✗
Talsarnau	06/2014	✓	✓ <sub>1</sub>	✗	✗
Crud y Werin	07/2014	✓	✓	✓	✗
Dyffryn Ardudwy	09/2014	✓	✗	✗	✗
Y Garreg	10/2014	✓	✗	✗	✗
Bro Tryweryn	11/2014	✓	✓ <sub>2</sub>	✗	✗
Yr Eifl	12/2014	✓	✗	✓	✗
Felinheli	12/2014	✓	✓ <sub>2</sub>	✓	✗
Dyffryn Nantlle*	01/2015	✓	✓ <sub>2</sub>	✓	✗
Coed Mawr	01/2015	✓	✗	✗	✓
Dolgellau	01/2015	✓	✓ <sub>2</sub>	✗	✓
Y Gader*	01/2015	✓	✓	✗	✗
Bro Plenydd	02/2015	✓	✗	✓	✗
Tanygrisiau	02/2015	✓	✓ <sub>3</sub>	✗	✗
Ffridd y Llyn	02/2015	✓	✓	✓	✗

1. Mae'r adroddiad yn cyfeirio at sesiynau 'cyd-addoli' yn hytrach nag 'addoli ar y cyd'.
2. Mae'r adroddiad yn cyfeirio at 'wasanaethau boreol ysgol gyfan' a'r 'gwasanaethau dosbarth' neu 'sesiynau boreol' neu 'wasanaethau rheolaidd'
3. Mae'r adroddiad yn cyfeirio at 'wasanaethau cyd-addoli rheolaidd'
4. Mae'r adroddiad yn nodi bod yr ysgolion yn darparu cwricwlwm sy'n bodloni'r gofynion statudol.

The reports note that:

- The provision to promote social, moral, cultural and spiritual development in most schools is good, while the provision in a few schools is adequate;
- In the Foundation Phase, pupils use a mind map to plan a story skilfully and this leads to extended creative work based on religious education work;
- KS2 pupils at Ysgol Crud Werin do not have enough opportunities to develop their understanding and skills religious education;
- provision for religious education in key stage 4 is not appropriate at Ysgol Dyffryn Nantlle;
- "stimulating" collective worship sessions at Llanbedrog, Edern, Talsarnau schools make a "significant contribution to the spiritual and personal development of pupils,"
- the pupils of Ysgol Crud y Werin, "benefit greatly from playing a leading role' in collective worship sessions;
- a minority of class tutors at Ysgol y Gader do not ensure that collective worship takes place regularly in the morning registration sessions;
- Coed Mawr and Dolgellau pupils benefit from the effective links established between their schools and local places of worship;

#### SACRE's recommendations to Gwynedd Council

- Ensure that Ysgol Crud y Werin, Ysgol Dyffryn Nantlle and Ysgol Y Gader respond appropriately to ESTYN's comments and recommendations.

## 2.4 Response of Local Authority

Mrs Mai Bere, assistant education improvement officer for Gwynedd Council ensures that any guidance or recommendations made by Gwynedd SACRE is communicated directly to the primary and secondary head teachers. Gwynedd Council has commissioned GwE (School Effectiveness and Improvement Service) to support Gwynedd SACRE meetings and to represent SACRE in regional and national meetings.

An invitation was extended to Miss Menna Davies, religious education co-ordinator for Ysgol Crud y Werin to the SACRE meeting on 11 February 2015 in order to outline the actions and work undertaken by the school in response to ESTYN's recommendations. The revised schemes of work now include specific references to the skills and range. Consequently the progression steps between Y3 and Y6 are clearer in order to ensure that learners make progress. Ysgol Uwchradd Tywyn submitted a written report explaining how the provision at the school ensured that a high percentage of Y9 pupils achieved Level 7 in Summer 2014. Following a presentation by Mary Parry (Carmarthenshire) in the Spring WASACRE meeting, exemplar materials were distributed outlining how literacy and numeracy skills could be developed in KS3 religious education. The materials on 'Muslim footballers in the Premier Leagues' were distributed by the members to all secondary schools in Gwynedd.

Gwynedd SACRE adopted an action plan this year outlining four priorities for 2014-15 (appendix 3.7). The priorities were identified by the 2013-14 annual SACRE report. However, in a climate of financial cuts, there is no local curriculum advisory service that can offer support or training for teachers who teach religious education. It is increasingly difficult for SACREs to advise and support schools.

### **Priority 1: Developing good leadership in Religious Education and collective worship**

- Gwynedd Council is judged to have made **limited/satisfactory/strong/very good** progress in response to this priority because the head teachers have supported the principle of submitting their schools' self evaluation to Gwynedd SACRE and receive useful guidance from the education officer. 14 primary schools have submitted their self evaluation reports this year. SACRE members have discussed these in their termly meetings and have prepared an appropriate summary of the main finding in this report. Although the quality of the self-evaluation reports has improved, few schools have shared their best practices or their improvement plans with SACRE members.

### **Priority 2: Closing the gap between standards attained by boys and girls at GCSE**

- Gwynedd Council is judged to have made **limited/satisfactory/strong/very good** progress in response to this priority. Although more boys (+6) have sat the GCSE Religious Education examination this year compared to 2014, there has been a fall in the average subject score (-2) and in the percentage of boys achieving L1, A\*-E (-0.9%), L2, A\*-C (-6.2%) and excellence A\*/A (-7.4). The results achieved by the girls are better than those achieved by the boys. The average score achieved by the girls is 46 in comparison with the average score of 40 achieved by the boys. +8 represents a GCSE grade. This year's L2 results suggest that the gap (18.6%) between boys and girls has increased for the third year

running. The gap between the percentage of boys and girls attaining A\*/A is 19.2% which is greater than 2014 (12.1%) 2013 (7.7%) and 2012 (7.5%).

**Priority 3: Updating religious education teachers' knowledge.**

- Gwynedd Council is judged to have made **limited/satisfactory/strong/very good** progress in response to this priority. Although schools receive electronic versions of any relevant documents published by ESTYN or WASACRE and the minutes of Gwynedd SACRE meetings, there have been few opportunities to meet or train primary and secondary religious education teachers.

**Priority 4: Facilitating good quality collective worship.**

- Gwynedd Council is judged to have made **limited/satisfactory/strong/very good** progress in response to this priority. Schools' self evaluation reports record that all schools that submit a report meet the statutory requirements for collective worship. Schools value the beneficial contribution made by local religious leaders to their collective worship sessions. Nearly all inspection reports published by ESTYN during 2014-15 record that the quality of the collective worship sessions is good. In very few cases, references are made to the '*stimulating*' collective worship sessions which '*contribute significantly to the spiritual and personal development of pupils*'. However, a minority of class tutors do not ensure that collective worship takes place regularly in the morning registration sessions.

**SACREs Recommendations to Gwynedd Council**

- Ensure that the challenge adviser offers termly workshops in order to offer guidance to subject co-ordinators as they self evaluate religious education and collective worship.
- Ensure that schools respond to any shortcomings identified during their self evaluation exercises and/or ESTYN inspection visits.
- Respond to the action points of 2014-15 and the priorities of the 2015-16 action plan.

## 2.5 Religious Education and the Welsh Government

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

- <http://wales.gov.uk> > search for Religious Education
- The National Exemplar Framework for Religious Education in Wales (2008)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 and KS3 in Religious Education: Supplementary Guidance (2011)
- Religious Education: Guidance for 14-19 year old learners (2009)

- People, Questions and Beliefs: Religious Education in the Foundation Phase (2013)
- Religious Education: Chief Moderator’s Report 2012 (<http://cbac.co.uk>)

During 2014-15, Professor Graham Donaldson was commissioned to undertake an independent review of the curriculum and assessment arrangements in Wales. Gwynedd SACRE has contributed to the consultation process of the ‘Great Debate’ and has discussed the recommendations of the report, ‘Successful Futures’ published in February 2015.

#### **SACRE’s recommendation to Gwynedd Council**

- Ensure that RE teachers are aware of the guidance documents available and act on the guidance.
- Encourage Gwynedd religious education teachers and SACRE members to contribute fully to any review of the curriculum and assessment arrangements.

## **2.6 Religious Education and ESTYN**

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

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

#### **SACRE’s recommendations to Gwynedd Council**

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

## **2.7 SACRE’s function in relation to collective worship**

Welsh Office Circular 10/94 notes that the LEA should work with SACRE to keep an eye on the daily collective worship provision, and should consider with it any steps which may be taken to improve such provision.

The collective worship must be “of a broadly Christian character”. The “determination” procedure permits the suspension of these requirements in relation to some or all of the pupils in a school where they are deemed inappropriate. .

- SACRE members and Gwynedd schools have received collective worship guidance documents:
  - ‘Supplementary guidance for inspecting collective worship in non-denominational schools’ (ESTYN, June 2013);

- Guidance on Collective Worship (WASACRE, June 2012).
- Gwynedd SACRE monitors the provision and standard of collective worship in schools by reviewing schools' self-evaluation reports;
- Gwynedd SACRE recommends that schools use a range of resources in order to provide meaningful collective worship sessions for their pupils:
  - CYNNAL's Moodle site: guidance, exemplar timetables, a list of useful books and websites, exemplar materials provided by local primary schools;
  - Christian Aid's monthly collective worship resources are distributed in the e-bulletin to every primary, secondary and special school in Gwynedd.

Since the end of the provision of advisory support for religious education in March 2013 Gwynedd and Anglesey SACRE members have considered alternative methods of fulfilling their duties to monitor standards and advise the education authority. Ten members responded to a questionnaire circulated to Gwynedd SACRE members (13.06.13). An analysis of the responses (23.10.13) shows that:

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

### **Determinations**

There was no request from any school for a determination in relation to collective worship

#### **SACRE's Recommendations to Gwynedd Council**

- Ensure that schools conform to the statutory requirement for collective worship and provide quality collective worship sessions;
- Encourage schools to invite members of Gwynedd SACRE to attend collective worship sessions in the county's schools;
- Ensure that schools receive copies of 'Supplementary guidance: collective worship at non denominational schools' (ESTYN) and 'Collective Worship Guidance' (WASACRE);
- Develop a form to help SACRE members to record their impressions following attending collective worship sessions in school.

## SECTION 3: ANNEXES

### 3.1 Administrative matters in relation to SACRE

**SACRE was established** by Gwynedd Education Committee in 1996 to include:

**Christians and Other Faiths, namely,**

- The Methodist Church
- The Union of Welsh Baptists
- The Presbyterian Church of Wales
- The Church in Wales
- Union of Welsh Independents
- The Catholic Church

**Teachers, namely;**

- The Association of School and College Leaders (ASCL)
- National Union of Teachers in Wales (UCAC)
- National Association of Schoolmasters and Union of Women Teachers (NASUWT)
- National Union of Teachers (NUT)
- Association of Teachers and Lecturers (ATL)
- National Association of Head Teachers (NAHT)

**Elected members**

.



### 3.2 SACRE membership of Gwynedd 2014-15

#### Christians and Other Religions

The Methodist Church  
Union of Welsh Baptists  
Presbyterian Church of Wales  
Church in Wales  
Union of Welsh Independents  
The Catholic Church

Mr Wyn Miles Meredith  
Mrs Ruth Davies  
Dr. W Gwyn Lewis  
Rev. Robert Townsend  
Mr. Cynrig Hughes  
Mrs Eirian Bradley Roerts

#### Teachers' Unions' representatives

Association of School and College Leaders (ASCL)  
Welsh National Union of Teachers (UCAC)  
National Association of Schoolmasters and Union  
of Women Teachers (NASUWT)  
National Union of Teachers (NUT )  
Association of Teachers and Lecturers  
National Association of Head teachers (NAHT)

~~Mrs Aileen Watkin~~ (Ysgol Eifionydd)  
~~Mr Noel Dyer~~ (Ysgol Glan y Môr)  
~~Mrs Miriam Anghar~~ (Ysgol Eifionydd)  
  
Mr Euan Hughes  
~~awaiting nomination~~  
~~Mrs Eirini Williams~~

#### Local members

Councillor Huw Edwards  
Councillor Selwyn Griffiths (Cadeirydd)  
Councillor Mair Rowlands  
Councillor Tom Ellis  
Councillor Jean Forsyth  
Councillor Llywarch Bowen Jones  
Councillor Gwenno Glyn

Plaid Cymru  
Plaid Cymru  
Plaid Cymru  
Independent  
Independent  
Llais Gwynedd  
Llais Gwynedd/Plaid Cymru

#### Co-opted members (non voting)

Mr Rheinallt Thomas  
Mr Gwyn Rhydderch  
Parch Aled Davies

#### Officers

Mr Dewi Jones  
Mr John Blake/Mrs Mai Bere  
Miss Bethan James  
Mrs Glynda O'Brien

Head of Gwynedd's Education Department  
Education Officer and Gwynedd SACRE clerk  
GwE challenge adviser  
Members' support and scrutiny officer

### 3.3 SACRE meetings 2014-15

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2014-15, Gwynedd SACRE met on three occasions:

22 October 2014  
24 February 2015  
09 June 2015

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

- a) **Meeting held on 22 October 2014**
  - Gwynedd SACRE's Annual Report (draft) 2013/2014
  - Schools' self evaluation reports: Llanbedrog, Crud y Werin, Edern, Talsarnau
  - ESTYN inspection reports: Llanbedrog, Y Gorlan, Crud y Werin, Edern, Talsarnau
  - Teacher assessment and external examinations results for Gwynedd secondary schools.
  - Gwynedd SACREs action plan
  - Wales Association of SACREs: submit a report for the meeting held at Llandrindod, Powys on 2 July 2014.
  
- b) **Meeting held on 11 February 2014**
  - Schools' self evaluation reports: Y Gorlan, Dyffryn Ardudwy, Y Garreg, Bro Tryweryn
  - ESTYN inspection reports: Dyffryn Ardudwy, Y Garreg, Bro Tryweryn
  - School presentation: Ysgol Crud y Werin's response to ESTYN's recommendation by Miss Manon Davies, the school's religious education co-ordinator.
  - A Curriculum for Wales: presentation by GwE's challenge adviser
  - SACRE action plan 2014-15
  - Gwynedd SACREs Annual Report (final) 2013/14
  - Wales Association of SACREs: submit papers for the meeting held in Pontypool, Torfaen on 26 November 2014.
  
- c) **Meeting held on 10 June 2015**
  - Collective worship: report by GwE's challenge adviser
  - Developing Literacy and Numeracy in RE at KS3: report by GwE's challenge adviser
  - Update on the Donaldson's consultation on 'A Curriculum for Wales': report by GwE's challenge adviser
  - Schools' self evaluation reports: Coed Mawr, Bro Plenydd, Tanygrisiau, Yr Eifl, Ffridd y Llyn, Felinheli
  - ESTYN inspection reports: Yr Eifl, Felinheli, Dyffryn Nantlle, Coed Mawr, Dolgellau, Bro Plenydd, Tanygrisiau, Ffridd y Llyn, Y Gader.

- Wales Association of SACREs: submit papers for the meeting to be held at Mold, Flintshire on 25 June 2015.

**3.3.1** Gwynedd SACRE has affiliated with the Wales Association of SACREs and its members regularly attend meetings held by WASACRE.

The following representatives attended WASACRE meetings during the year:

- Mrs Miriam Amlyn

The following representative attended WASACRE meetings as an observer during the year:

- Miss Bethan James, GwE challenge adviser
- Mr Rheinallt Thomas

**3.3.2** The following provide SACRE with professional support:

Mr Dewi Jones/Mr Arwyn Thomas, Head of Gwynedd Education Department

Mr John Blake/Mrs Mair Bere: education officers and SACRE clerks

Miss Bethan James, challenge adviser (GwE)

Mrs Glynda O'Brien, Members' support and scrutiny officer and administers SACRE on behalf of Gwynedd Council.

Enquiries should be sent to SACRE Clerk, Education Department, Gwynedd Council, Caernarfon, Gwynedd LL55 1SH

**3.3.3 The SACRE report was sent to the following organisations:**

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

- Department for Education and Skills, Welsh Government
- Head of Gwynedd's education department
- Council Leader
- Wales Association of SACREs
- Gwynedd Schools

**A printed copy was distributed to:**

- Members of Anglesey SACRE

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

#### Rationale

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

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

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

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

The new ESTYN Inspection Framework will no longer make specific references to Religious Education and collective worship. Gwynedd SACRE would therefore like to take advantage of the procedures and practices that are currently used by headteacher and teachers as they prepare for the new Inspection Framework. It was resolved at the Gwynedd SACRE meeting on 9 February 2011 that it would fulfil its statutory responsibilities by inviting schools to share their self evaluation of Religious Education, collective worship and pupils' spiritual and moral development with SACRE members.

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

**Contact details:****Name (SACRE Clerk): Mrs Mai Bere****Address:** Education Department, Gwynedd Council, Caernarfon, Gwynedd. LL55 1SH

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

Name of School:

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

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

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

Signed:

(Head teacher)

Date:

### 3.6 Guidance for interpreting external examination data




#### What does the GCSE (full course) table show?

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

#### What does the GCSE (short course) table show?

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

### 3.7 Gwynedd SACRE Action Plan 2014-15

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