

**Standing Advisory Council for Religious Education**

**GWYNEDD  
ANNUAL REPORT**

**September 2015 - August 2016**

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**

Cllr E. Selwyn Griffiths  
Chair of Gwynedd SACRE, 2015/2016

## 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.

#### 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.

13 self evaluation reports were submitted to Gwynedd SACRE during 2015-16, representing 12% of the schools in Gwynedd.

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Primary	Secondary								
<b>Number of reports</b>	9	0	16	1	9	3	14	0	11	2

Before 2013, CYNNAL developed guidance and an online template for primary and secondary schools to support teachers and head teachers in their self-evaluation. The supplementary materials included success criteria, lesson observation, book review guidance, data analysis, making judgements on standards and cross curricular skills as well as exemplar questions which could be used when interviewing pupils.

Cyflwynwyd 13 adroddiad hunan arfarnu i sylw CYSAG Gwynedd yn ystod y flwyddyn. Derbyniwyd adroddiadau gan 11 ysgolion cynradd, yn ystod y flwyddyn:

Thirteen self-evaluation reports were submitted to Gwynedd SACRE during the year. Reports were received from the following primary schools: Morfa Nefyn, Beddgelert, Hirael, Llanaelhaearn, Llanelltyd, Y Traeth, Cymerau, Foelgron, Manod, Nefyn a Pont y Gof. Two secondary schools also submitted their self evaluation reports: Ysgol Dyffryn Nantlle and Ysgol y Gader.

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>		11				11			3	8		
<b>Special</b>		2										
<b>Secondary</b>						1	1				2	
<b>Total</b>		13				13	1		3	8	2	

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 the outcomes in Religious Education?

Schools identified good features such as:

- Nearly all pupils make consistently good progress in RE lessons with a good number making excellent progress. (Morfa Nefyn)
- Pupils' awareness of the practices of different religions. (Y Traeth)
- nearly all pupils can describe and discuss the main features of religious rituals, festivals and celebrations. (Beddgelert)
- pupils confidently use their investigation and enquiry skills to find out specific information. (Hirael)
- that pupils can effectively discuss concepts such as justice and fairness. (Llanaelhaearn a Cymerau)
- pupils' good knowledge of Bible stories and the messages conveyed by Jesus Christ. (Foel Gron)
- that nearly all Foundation Phase pupils and the majority of KS2 pupils can use a range of appropriate religious vocabulary. (Llanelltyd)
- that pupils know many religious stories and can describe how people practise their faith. (Cymerau)
- most of the Foundation Phase learners can recall and respond to basic religious beliefs, teachings and practices well and can suggest in simple terms why certain aspects of religion are important for some people, e.g. when exploring the theme of 'Celebrations'. (Manod)
- most pupils, by the end of KS2, can discuss questions that arise from personal experiences, the world about them and aspects of religion, offering their own opinions, e.g. when exploring the question, 'What is peace?'
- nearly all pupils can specifically refer to ways in which religion affects the lives of believers. An example of this is the way in which various religions express thanks, e.g. thanksgiving for the Christians, Eid-ul-fitr in Islam and Sukkot for the Jews. Most of the learners also start to note the similarities and differences between religions. (Nefyn)
- a minority of pupils can make links between religious beliefs, doctrines and practices and how aspects of religion impact the lives of believers and note the similarities and differences within religions. (Pont y Gof)
- that nearly all KS3 pupils have made the expected progress during KS3 and that 60% of GCSE candidates had achieved A\*/A. Book monitoring reports show that the pupils have a sound understanding of the subject.
- The increase in the number of KS3 pupils who attain the higher levels in religious Education and the consistently good GCSE results over a 10 year period. (Y Gader)

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

- develop Foundation Phase pupils' ability to ask questions and express an opinion. (Beddgelert)
- develop extended writing within religious Education. (Hirael a Manod)
- ensure that the standard of extended writing in religious Education is consistently good throughout the school. (Y Traeth)

- develop information about various religions focussing on learning about messages conveyed by religions on how to live in a devout manner. (Llanaelhaearn a Cymerau)
- increase the number of pupils who achieving L5 in religious Education by the end of KS2. (Llanelltyd a Nefyn)
- continues to encourage pupils to use religious vocabulary appropriately. (Pont y Gof)
- improve pupils' verbal contribution in lessons and KS3 pupils' extended answers. (Dyffryn Nantlle)
- ensure that the L7 target pupils achieve their potential. (Y Gader)

### How good is the provision in Religious Education?

Schools reported that the provision was good because:

- the special areas created in the classrooms to accompany the class themes, *e.g. the Seder Table (Judaism)* encouraged children to role play and recreate the Jewish celebration. (Morfa Nefyn)
- the learning plans ensured progression and development of pupils' religious Education skills. (Beddgelert)
- the school makes good use of the pupils' various ethnic backgrounds in order to learn about other faiths. (Hirael)
- the focus given to Cwricwlwm Cymreig, *e.g. the contributions made by Bishop William Morgan and Mari Jones to Christianity in Wales*. (Hirael)
- the teachers prepare engaging lessons, *e.g. visits to local places of worship, using religious artefacts*. (Llanaelhaearn)
- of the thorough knowledge of the specialist teacher who teaches all KS2 pupils. (Y Traeth)
- of the various visits that enrich pupils' experiences, *e.g. the annual visit to Coleg y Bala in order to learn about Easter*. (Cymerau a Foelgron)
- the focus on big questions/fundamental questions has ensured very definite development in the learners' investigative skills. (Manod and Pont y Gof)
- bod addysg grefyddol yn datblygu medrau meddwl disgyblion y Cyfnod Sylfaen a CA2. (Nefyn)
- bod arsylwadau gwersi a gwaith dysgwyr yn dangos safonau uchel mewn addysg grefyddol ar draws bob oedran. (Nefyn)
- lesson observations show that the quality of teaching in religious education lessons is good. (Dyffryn Nantlle).
- the pupil progress tracking system that ensures that every pupil is aware of his/her target grade in religious education. (Y Gader).

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

- visit religious buildings such as the Mosque in Bangor. (Morfa Nefyn)
- continue to identify suitable success criteria and provide opportunities to reflect on the learning. (Beddgelert and Pont y Gof)
- ensure that the requirements of the Literacy and Numeracy Frameworks are purposefully integrated into the lesson/work plans. (Hirael and Cymerau)
- ensure adequate resources and artefacts to teach the children about other beliefs and practices. (Llanaelhaearn, Cymerau, Nefyn and Pont y Gof)

- ensure the regular use of ICT throughout the school to develop pupils' understanding and skills when dealing with religious topics. (Llanelltyd)
- develop all teachers' knowledge, understanding and competence in religious Education. (Y Traeth)
- collaborate with other church school in order to discuss good practice and share specialisations. (Foelgron)
- develop numeracy in religious Education. (Manod)
- continue to plan various and differentiated activities across all age groups to ensure that the work provides and appropriate challenge for all pupils. (Nefyn)
- continue to provide religious education activities in the outside area. (Pont y Gof)
- continue to develop challenging and extended tasks for the more able pupils in every class. (Pont y Gof)
- develop more oracy, numeracy and IT tasks in religious Education and strengthen the statutory provision at KS4. (Dyffryn Nantlle)
- plan more extended tasks and investigation tasks for KS4 pupils. (Y Gader)

### How good is the collective worship provision?

Nearly all schools fulfil the statutory requirements.

The schools identified good practices such as:

- the special spiritual ethos of the morning collective worship sessions; the pupils effectively contribute through sharing feelings and improvisatory prayer. They have opportunities to learn about different religions in order to show respect and empathy towards others. (Morfa Nefyn)
- that nearly all pupils participate in the thematic assemblies, *e.g. Fair Trade, caring for animals*. Their recitation and reading skills are good as are their listening skills as they show respect to other people. They respond confidently to adults. (Beddgelert)
- the good focus on morality, religious stories, the year's celebrations and current affairs. (Hirael)
- the regular visits by the local minister and the 'Open the Book' group from the local church, since these visits enrich the pupils' spiritual development. (Llanelltyd)
- pupils' good understanding, within a church school, of the nature of worship, the Christian faith, Christian traditions and practices. (Foelgron)
- a collective worship monitoring report by the governors/parents note that the quality of collective worship is very good. (Manod)
- that teachers prepare lively and effective collective worship sessions in their classrooms. (Nefyn)
- collective worship sessions make a significant contribution to the children's spiritual, moral, social and cultural development. (Pont y Gof)
- the positive attitude shown by the majority of pupils regarding participation in collective worship. (Y Gader)

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

- provide opportunities for pupils to reflect at the end of a collective worship session. (Hirael)
- ensure that the collective worship sessions held in classrooms are better structured and provide more opportunities for religious singing in the whole school collective worship sessions. (Llanaelhaearn and Cymerau)
- ensure that new members of staff comply with the statutory requirement of providing a collective worship session in the classroom when no whole school service is held. (Y Traeth)
- ensure that Y5/6 pupils prepare a short evaluation of the collective worship sessions, focussing on the impact of the collective worship. (Foel Gron)
- invest in an interactive white board in the hall in order to use video clips to further promote the quality of collective worship sessions. (Manod)
- ensure that responsibilities are shared and that the entire all members of staff understand their collective worship responsibilities. (Pont y Gof)
- improve the quality of whole school collective worship sessions at KS3 and KS4. (Dyffryn Nantlle)
- improve the provision of daily class and/or whole school collective worship sessions. The school will monitor the provision to ensure that every class receives a regular opportunity to worship. (Y Gader).

#### **SACREs Recommendations to Gwynedd Council**

- Develop co-ordinators' and subject leaders' knowledge and understanding of RE and their management skills;
- Ensure that schools can access guidance and examples of good practice that will improve pupils' outcomes in religious education and the quality of religious Education.

### **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 an 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)\*.

Year	Schools	Pupils		%L5+		%L6+		%L7+	
		Gwynedd	M+G+C	Gwynedd	M+G+C	Gwynedd	M+G+C	Gwynedd	M+G+C
2015	5(5)+13(14)+0(0)	1,142	1,790	94.0		60.9		24.8	
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°	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 2015, every 13 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.

° 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.

- 13 secondary schools in Gwynedd submitted KS3 teacher assessment data this year: Dyffryn Ogwen, Dyffryn Nantlle, Brynrefail, Eifionydd, Y Gader, Uwchradd Tywyn, Y Berwyn, Ardudwy, Y Moelwyn, Friars, Tryfan, Syr Hugh Owen, Glan y Môr.
- CYNNAL did not receive KS3 performance data from Botwnnog.
- 1,142 KS3 pupils were assessed in Summer 2015;
- 94% of Gwynedd's KS3 pupils attained Level 5+ in Religious Education, consistent with the results of 2014. The percentage of pupils who were awarded L5+ varied from 87.9% to 98%;
- 60.9% of Gwynedd's KS3 pupils attained Level 6+ in Religious Education, 0.7% fewer than 2013. The percentage of pupils who were awarded L6+ varied from 31.5% to 77.2%;
- 24.8% of Gwynedd's KS3 pupils attained Level 7+ in Religious Education, 3.8% more than in 2014. Level 7+ was awarded by all schools, and the percentage of pupils who were awarded L7+ varied from 13% to 36.7%;
- Level 3 or lower was awarded to pupils in 2 schools.
- 25 pupils (2.2%) in Gwynedd were awarded Level 8 in religious education.

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

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

	No. of schools	No. of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2015	12	117	262	371	20.5	39.7	33.8	65.0	83.6	77.8	99.1	100.0	99.7	40	46	44
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
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The average score achieved by the pupils in all subjects is not available to Gwynedd SACRE . 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

- 371 candidates from 12 schools in Gwynedd, 40 more candidates than in 2014. The average subject score is 44, one point less than the previous year. There are no candidates from Ysgol Uwchradd Tywyn and candidates from Ysgol Ardudwy travel to Ysgol Eifionydd to follow a GCSE Religious Studies course.
- The number of candidates from each school range from 10 pupils to 143 pupils.
- 33.8% of candidates achieved A\*/A grades (excellence) which is 2.2% fewer than in 2014. 77.8% of candidates achieved a Level 2 (A\*-C) qualification, 0.2% more than last year.
- 99.7% of candidates were awarded a Level 1 qualification (A\*-G).
- More girls than boys choose Religious Studies as a GCSE option. (B 117 : G 262).
- 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 difference between the percentage of boys and girls who achieve grades A\* to C (18.6%) has increased for the third successive year. The gap between the percentage of boys and girls attaining A\*/A is 19.2% which is greater than the difference observed in 2014 (12.1%), 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 2010. These pupils have chosen to claim their points on the completion of their GCSE short course instead of continuing their studies for a second year. Very few schools offer the GCSE Religious Studies short course as an accreditation for the statutory KS4 Religious Education course..

	No. of schools	No. of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2015	4	56	51	107	3.6	13.7	8.4							15	17	16
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

### 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, under the guidance of the lead practitioners, 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 1 secondary school in Gwynedd were inspected by ESTYN during 2014-15 and SACRE members scrutinised the relevant excerpts from the inspection reports:

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>
Y Traeth	03.15	✓	✓	✓	✗
Llanaelhaearn	04.15	✓	✓ <sub>1</sub>	✗	✓
Llanrug	06.16	✓	✗	✓	✗
Llanelltyd	06.15	✓	✓	✗	✓
Hirael	06.15	✓	✗	✓	✗
Beddgelert	06/15	✓	✗	✓	✓
B Morfa Nefyn	09/15	✓	✓ <sub>2</sub>	✓	✓
Foel Gron <sub>3</sub>	10/15	✓	✓	✓	✓
Garndolbenmaen	11/15	✓	✓ <sub>2</sub>	✓	✗
Pont y Gof	12/15	✓	✓ <sub>2</sub>	✓	✗
Cymerau	01/16	✓	✓ <sub>2</sub>	✓	✗
Nefyn	01/16	✓	✓ <sub>2</sub>	✓	✗
Syr Hugh Owen	02/16	✓	✗	✗	✗
Manod	02/16	✓	✓ <sub>2</sub>	✓	✗
Llanllechid	03/16	✓	✓ <sub>2</sub>	✓	✗
Craig y Deryn	03/16	✓	✗	✓	✓

1. The report refers to 'whole-school assemblies'
2. The report refers to 'regular Services of collective worship'.
3. Ysgol sydd dan Reolaeth Wirfoddol yr Eglwys yng Nghymru.

The reports note that:

- Most schools promote the learners' spiritual, moral, social and cultural development well.
- Schools have suitable work plans that fulfil the requirements of the locally agreed syllabus for religious Education effectively;
- The ability of the pupils of Ysgol Babanod Morfa Nefyn to reflect during the periods of collective worship to "an especially good feature".
- Six schools had established useful partnerships with local religious communities.

### SACRE's recommendations to Gwynedd Council

## 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.

Gwynedd SACRE adopted an action plan this year outlining four priorities for 2015-17 ([appendix 3.7](#)). The priorities were identified by the 2014-15 annual SACRE report and during the discussions held during the year. 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:** To develop good leadership in Religious Education and collective worship

**Priority 2:** 'Successful Futures' (Donaldson Recommendations) and Religious Education

**Priority 3:** To support secondary teachers as they prepare for the new GCSE syllabus.

**Priority 4:** To facilitate good quality collective worship.

### 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.
- Respond to the priorities of the 2015-17 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. The Wales Association of SACRES is represented at the meetings led by the Welsh Government for the Strategic Stakeholders Group and the National Advisory Panel for Religious Education (NAPfRE) has met with representatives from the Welsh Government Curriculum department during the year as they support the pioneer schools in the development of a new curriculum for Wales. Miss Bethan James, GwE Challenge Adviser who supports Gwynedd and Anglesey SACREs is currently working with NAPfRE colleagues to develop guidance materials for teachers.

### **SACRE's recommendations 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;

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);

## 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 2015-16

#### 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

*awaiting nomination*

Mrs Elizabeth Robert

Dr. W Gwyn Lewis

Rev. Robert Townsend

Mr. Cynrig Hughes

Mrs Eirian Bradley Roberts

#### 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)

Mrs Cade Dyer Davey (Ysgol Llanystumdwy)

Mrs Miriam Anghar (Ysgol Eifionydd)

Mr Haledd Hughes (Ysgol Friars)

*awaiting nomination*

Mrs Elizabeth Williams

#### Local members

Councillor Annwen Daniels

Councillor Selwyn Griffiths (Cadeirydd)

Councillor Gwenno Glyn

*empty seat*

Councillor Tom Ellis

Councillor Jean Forsyth

Councillor I Dilwyn Lloyd

Plaid Cymru

Plaid Cymru

Plaid Cymru

Plaid Cymru

Independent

Independent

Llais Gwynedd

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

Mr Rheinalt Thomas

Mr Gwyn Rhydderch

Parch Aled Davies

#### Officers

Mr Arwyn Thomas

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 2015-16

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2015-16, Gwynedd SACRE met on three occasions:

20 November 2015  
10 February 2016  
15 June 2016

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

**a) Meeting held on 20 November 2015**

- Gwynedd SACRE's Annual Report (draft) 2014/2015
- Schools' self evaluation reports: Morfa Nefyn, Beddgelert, Hiracl, Llanaelhaearn, Llanelltyd, Y Traeth, Dyffryn Nantlle, Y Gader.
- Teacher assessment and external examinations results for Gwynedd secondary schools.
- Welsh Government's Plans for Religious Education
- Gwynedd SACRE action plan 2014-15
- Wales Association of SACREs: submit a report for the meeting held on the 25 June 2015 in Mold, Flintshire.

**b) Meeting held on 10 February 2016**

- Gwynedd SACRE's Draft Annual Report 2014-15
- Schools' self evaluation reports: Morfa Nefyn, Beddgelert, Hiracl, Llanaelhaearn, Llanelltyd, Y Traeth, Dyffryn Nantlle, Y Gader.
- Welsh Government's Plans for Religious Education
- Gwynedd SACRE action plan 2015-16
- Wales Association of SACREs: submit papers for the meeting held on the 25 June 2015 in Mold, Flintshire and on the 25 November 2015 at Ebbw Vale.

**c) Meeting held on 15 June 2015**

- School's self –evaluation reports: Morfa Nefyn, Cymerau, Foelgron, Manod, Nefyn, Pont y Gof.
- Welsh Government's plans for Religious Education
- Religious Education and the Baccalaureate
- Update by the GwE Challenge Adviser
- Wales Association of SACREs: submit papers for the meeting to be held on the 8 March in Haverfordwest and to consider nominations for the Executive Committee of WASACRE.

**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:

- XXXXXX

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 Arwyn Thomas, Head of Gwynedd Education Department

/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 Gwynedd SACRE

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

#### Rationale

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

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

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

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

The new ESTYN Inspection Framework will no longer make specific references to Religious Education and collective worship. Gwynedd SACRE would therefore like to take advantage of the procedures and practices that are currently used by headteacher and teachers as they prepare for the new Inspection Framework. It was resolved at the Gwynedd SACRE meeting on 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 2015-17

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