

Standing Advisory Council for Religious Education

**GWYNEDD
ANNUAL REPORT**

September 2006 - August 2007

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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 Introduction by the Chairperson

To follow

ACCAC (2005) notes:

"This section should include a brief summary of the advice that has been given to the LEA within the reporting period stating whether the LEA has acted on or intends to act on the advice given."

Councillor Selwyn Griffiths

SECTION 2: ADVICE TO GWYNEDD EDUCATION AUTHORITY

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 Agreed Syllabus

All of the county's primary, secondary and special schools follow the amended Agreed Syllabus which has been circulated. The document has been promoted during inset sessions and visits to schools. Materials to support the Agreed Syllabus and the assessment guidelines, 'Measuring Progression in Religious Education' have been developed as part of the training programme.

An Agreed RE Syllabus Conference was held on 18 May 2005. Members decided that the Education Authority should adopt the current Agreed Religious education Syllabus for a further period of five years or until the ACCAC review of the National Curriculum and its intentions in respect of a national Agreed Syllabus is published, and to convene a further conference to discuss the matter in detail when this information has been received. A special Religious Education in Wales conference was convened by the Wales Association of SACREs and ACCAC on 20th of May 2006 to discuss the theme, "Looking beyond 2008 – The future of Religious Education".

National Exemplar Framework for Religious Education (consultation document 2007)

A special meeting for the members of Gwynedd SACRE and representatives of Anglesey SACRE was held on 15 of March 2007. It was agreed that the contexts, skills, level descriptor outlined in the exemplar framework are appropriate for pupils 3-19 years old. The representatives believed that Anglesey and Gwynedd SACRE should adopt the framework as their local agreed syllabus.

2.3 Standards of Religious Education

Gwynedd SACRE monitor standards in religious education by reviewing school inspection reports.

2.3.1 During the year, 18 inspection reports on schools in Gwynedd were presented; the following sections of each report were submitted for the attention of SACRE:

- school name
- name of inspection team
- the appropriate section on pupils’ Spiritual, Moral, Social and Cultural Development as evidence of the school’s and the inspection team’s response to Key Question: ***How well do the learning experiences satisfy the needs and the interests of the pupils and community?***
- the report on Religious Education as evidence of the school’s and the inspection team’s response to Key Question 1: ***How well do learners achieve?***
- any other relevant key matter

Number of reports received: Primary 14
 Secondary 4

Religious Education: Key question 1: How well do learners achieve?

Religious Education was inspected as a nominated subject in 7 schools.

	Grade 1 Good with outstanding features	Grade 2 Good features and no significant shortcomings	Grade 3 Good features which outweigh the shortcomings	Grade 4 Some good features but shortcomings in important areas	Grade 5 Many significant shortcomings
KS1	2	2	2		
KS2	2	1	4		
KS3		1			
KS4		1			
KS5					
Total	4	5	6		

The inspections followed the usual pattern of referring to good features and deficiencies. In each instance, the good features outweighed the deficiencies. In two schools, no significant deficiencies were identified. A congratulatory letter in SACRE’s name was sent to schools acknowledging the good work.

Some of the good features described in more than one school are listed below:

- Pupils were aware that the Bible was a sacred book. Their knowledge of Bible stories is good and they can retell the stories and explain their significance to people today.
- Pupils have opportunities to visit local places of worship and can describe the internal features with confidence. They can describe Christian ceremonies and festivals and explain their significance.

- Pupils realise that praying is talking to God and they can write meaningful prayers.
- Pupils knowledge of world religions is developing well.
- Pupils have developed an understanding of how people’s religious beliefs affect their attitudes and actions.
- Pupils are prepared to express an opinion on controversial topics and accept that other pupils’ opinions might be different from their own.
- Pupils are aware of values such as friendship and kindness and can refer to examples of love, cruelty and forgiveness in Christian stories.
- Pupils have developed a good range of subject terms which enable them to understand and discuss religions..

Some of the deficiencies were highlighted in some schools:

- Pupils’ awareness of the contribution made by key individuals to the history of the Christian faith is undeveloped.
- There is little evidence that pupils have had an opportunity to reflect, describe and to record their ideas.
- Pupils lack an appropriate understanding of religions other than Christianity.
- Pupils have few opportunities to respond to fundamental questions.
- Pupils have a limited appreciation of the ways in which different religions enrich society.

As a matter of course, attention is given to identified deficiencies by the school, LEA officers, the humanities adviser and the advisory teacher. If they are present in several schools, then this influences the in service training programme. If an inspection report describes standards as unsatisfactory the schools formulate a post-inspection action plan and receive additional support from the advisory service.

2.3.3 Spiritual, moral, social and cultural development

Key question 3: *How well do the learning experiences satisfy the needs and the interests of the pupils and community?*

Each inspection team reports on pupils’ spiritual, moral, social and cultural development. The relevant sections of 18 school inspection reports were submitted to the attention of SACRE members..

	Grade 1 Good with outstanding features	Grade 2 Good features and no significant shortcomings	Grade 3 Good features which outweigh the shortcomings	Grade 4 Some good features but shortcomings in important areas	Grade 5 Many significant shortcomings
Primary schools	5	8	1		
Secondary schools	1	2	1		
Total	6	10	2		

Some of the good features highlighted in many schools are noted below:

- Learning experiences promote pupils' spiritual, moral, social and cultural development.
- The quality of the collective worship sessions is good and meets the statutory requirements. In some schools pupils have opportunities to contribute, to discuss moral concepts and to reflect.
- Pupils are considerate toward other people and raise Money for local, national and international charities.
- Schools have established close relationships with local religious leaders and places of worship.

Some deficiencies were noted in some secondary schools:

- The quality of the collective worship in some tutor groups is poor since the pupils do not have an opportunity to develop an understanding of spiritual matters or to consider some fundamental questions.
- Lack of provision of a religious education course for students in years 12 and 13.

2.3 The Self Evaluation Process

Cwmni Cynnal has provided a handbook for primary and secondary school offering them guidance regarding the self-evaluation procedure and the criteria they should be measuring themselves against. Guidelines are also provided on observing in lessons, collating examples of work, use of language, ensuring consistency through the whole department and discussion with pupils.

Teachers are referred to the 7 questions that form the basis of ESTYN's inspection procedure:

1. How well do learners achieve? – Religious Education as a subject will be evaluated under this question;
2. How effective is the teaching and assessment?
3. How well do the learning experiences satisfy the needs and the interests of the pupils and community?
4. How good is the care, the guidance and the support given to pupils – the standard of spiritual and moral provision within the school will be evaluated against this criteria?
5. How effective is the leadership and management?
6. How well do the leaders and the managers evaluate and improve quality and standards:
7. How efficiently do the leaders and the managers use resources?

It was resolved in the meeting on 23 February 2005 that Gwynedd SACRE would receive a copy of the self evaluation of a school that receive inspections when there is no specific report on Religious Education, during the year when the school is inspected.

9 self evaluation reports were received during the year: secondary 2
primary 6

The report is a record of the school's respond to key questions 1 and 3 of the inspection framework. Schools submit their concise judgement on the main strengths of learners' achievement and note the aspects which will be addressed in the next two years. They also submit their concise judgement on the way the learning experiences promote pupils' spiritual, moral, social and cultural development and note the aspect which the schools hope to address during the coming year. Following the self evaluation process, schools awarded the following grades:

	How well do pupils achieve?					How well do learning experiences met the needs and interests of learners and the wider community?				
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Primary	2	3				3	2			
Secondary		1					1			
Total	2	4				3	3			

*No grades were submitted by one secondary school and one primary school .

Schools were proud of aspect such as:

- the programme of study and the learning experiences planned for pupils;
- pupils' knowledge and understanding of religious stories, practices and places of worship;
- pupils' external examinational results;
- their use of ICT to teach religious education;
- the attention given to moral aspect in cross curricular and extra curriculum activities;
- their use of external agencies, e.g. theatre in education, visiting speakers.
- their procedures for validating assessment tasks;
- the collective worship sessions where pupils create their own plays, morality tales, fables and prayers.

The aspects which will be addressed by schools during the next year include:

- trialling the GCSE Religious Studies short course as a religious education course for KS4 pupils
- supporting the spiritual development of post 16 pupils by establishing a formal programme of activities.
- using thinking skills strategies in religious education lessons in order to develop pupils' ability to discuss religious matters and questions orally and in their written work;
- developing assessment for learning in religious education lessons in order to share targets with pupils;
- giving pupils opportunities for quiet reflection and encouraging them to be more proactive in the collective worship sessions;
- developing an understanding of the non statutory national exemplar framework for religious education..

2.5 Standards of attainment in external examinations 2005

GCSE and A Level Results in the County

GCSE results – ‘Religious Studies’

	A*/A%			A* - C%			A - G		
	'06	'05	'04	'06	'05	'04	'06	'05	'04
Gwynedd	28.5	42.1	30.6	74.6	77.6	71.1	100	97.8	100
CYMRU	24.6	30.5	29.5	63.9	69.3	67.1	95.8	96.3	96.5

GCSE results – ‘Religious Studies’ (short course)

	A*/A%			A* - C%			A - G		
	'06	'05	'04	'06	'05	'04	'06	'05	'04
Gwynedd	34.1	37.5	4.8	74.6	78.6	42.9	100	96.4	97.6
CYMRU	16.7	21.0	18.9	62.9	60.6	59.6	95	95.0	95.7

Comments

In general, the results are good.

- 144 pupils sat the full course, 106 girls and 38 boys which is fewer than the previous year, which was 173.
- The range went from 0 applicants in three schools to 35 in another.
- The girls had performed better than the boys.
- The average score for the subject was 5.6 which is slightly higher than the score of 5.4 in the other subjects.
- The average score achieved by the girls (5.8) was higher than their average score in other subjects (5.4) and the average score achieved by the boys (5.1) was lower than the average score in other subjects (5.3).
- An increase in the number of schools which offer the short course as an option to candidates. Many pupils have chosen to sit the examination (126) and attain good standards.

A-Level Results

AS Level results based on the Year 13 cohort who have sat an examination.

	Number of candidates 2006	%A			%A-C			%A - E		
		'06	'05	'04	'06	'05	'04	'06	'05	'04
Gwynedd	17	23.5	12	5.6	82.4	76	72.2	100	100	100
Cymru	968	14.4	14.5	16.0	?	65.1	68.6	96.9	98.2	97.3

Comments

Good results.

- Numbers sitting the examination remain low compared to many other subjects.
- Candidates entered from 5 secondary schools with numbers ranging from 1 candidate in two schools to 6 candidates in another school
- All candidates were awarded with an A Level grade
- 17 girls sat the examination in 2006.
- The average score for the subject was 87.21 which is higher than the score of 84.5 for other subjects.

Advanced Subsidiary Results 2006

	Number of candidates 2006	%A			%A-C			%A - E		
		'06	'05	'04	'06	'05	'04	'06	'05	'04
Gwynedd	26	15.4	5.0	0	38.5	55	38.9	65.4	90	83.3
Cymru	1391	15.1	11.3	13.6	?	51.8	48.7	86.1	87.0	85.0

Comments

Disappointing results.

- Candidates entered from 4 secondary schools with numbers ranging from 5 in one school to 7 in the other three schools..
- 26 candidates, 20 girls and 6 boys.
- The average score for the subjects was 25.8 which is a little higher than the score of 10 for other subjects.
- The girls' average score (30.0) is considerably higher than the score for other subjects (9.9) and the boys' average score ac (11.7) is a little higher than the score for other subjects (10.5).

GWYNEDD 2006 : TGAU ASTUDIAETHAU CREFYDDOL - RELIGIOUS STUDIES GCSE

Canlyniadau TGAU yn ôl cohort 15 oed (yn cynnwys GNVQ Rhan 1 Sylfaenol a Chanolradd)																		
Pwnc	Nifer yn sefyll			% A*/A			% A*-C			% A*-G			Sgôr Cyfartalog y pwnc			Sgôr Cyfartalog pynciau eraill		
	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C
Ysgol Dyffryn Ogwen	1	1	2	0.0	0.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	5.0	5.0	5.0	5.0	3.7	4.4
Ysgol Botwnnog	5	9	14	0.0	11.1	7.1	0.0	44.4	28.6	80.0	88.9	85.7	2.2	4.4	3.6	4.0	5.3	4.9
Ysgol Dyffryn Nantlle	3	2	5	33.3	0.0	20.0	66.7	100.0	80.0	100.0	100.0	100.0	5.7	5.5	5.6	5.4	4.7	5.1
Ysgol Eifionydd	1	6	7	0.0	0.0	0.0	0.0	83.3	71.4	100.0	100.0	100.0	4.0	4.8	4.7	4.5	4.8	4.7
Ysgol Y Gader	0	3	3	0.0	33.3	33.3	0.0	100.0	100.0	0.0	100.0	100.0	0.0	6.3	6.3	0.0	5.2	5.2
Ysgol Y Moelwyn	7	28	35	57.1	35.7	40.0	100.0	100.0	100.0	100.0	100.0	100.0	6.3	6.3	6.3	5.2	5.1	5.1
Ysgol Y Berwyn	14	14	28	14.3	35.7	25.0	71.4	100.0	85.7	100.0	100.0	100.0	4.9	6.5	5.7	5.4	6.4	5.9
Ysgol Ardudwy	1	2	3	0.0	100.0	66.7	100.0	100.0	100.0	100.0	100.0	100.0	6.0	7.5	7.0	5.2	7.2	6.6
Ysgol Tryfan	1	16	17	0.0	37.5	35.3	100.0	87.5	88.2	100.0	100.0	100.0	5.0	5.9	5.8	6.5	5.6	5.6
Ysgol Syr Hugh Owen	3	7	10	33.3	14.3	20.0	66.7	71.4	70.0	100.0	100.0	100.0	5.0	5.3	5.2	5.9	5.6	5.7
Ysgol Glan y Môr	2	18	20	100.0	27.8	35.0	100.0	77.8	80.0	100.0	100.0	100.0	8.0	5.7	6.0	7.8	5.8	6.0
Gwynedd	38	106	144	26.3	29.2	28.5	68.4	86.8	81.9	97.4	99.1	98.6	5.1	5.8	5.6	5.3	5.4	5.4
Cynnal	78	232	310	20.5	30.6	28.1	64.1	81.9	77.4	97.4	99.6	99.0	4.8	5.7	5.5	5.1	5.2	5.2

**GWYNEDD 2006 :
TGAU ASTUDIAETHAU CREFYDDOL (CWRS BYR) - RELIGIOUS STUDIES GCSE (SHORT COURSE)**

Canlyniadau TGAU yn ôl cohort 15 oed (yn cynnwys GNVQ Rhan 1 Sylfaenol a Chanolradd)																		
Pwnc	Nifer yn sefyll			% A*/A			% A*-C			% A*-G			Sgôr Cyfartalog y pwnc			Sgôr Cyfartalog pynciau eraill		
	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C
Ysgol Dyffryn Ogwen	4	14	18	0.0	14.3	11.1	50.0	57.1	55.6	100.0	100.0	100.0	2.0	2.4	2.3	3.7	4.4	4.2
Ysgol Dyffryn Nantlle	3	2	5	66.7	0.0	40.0	100.0	100.0	100.0	100.0	100.0	100.0	3.3	3.0	3.2	5.4	4.7	5.1
Ysgol Eifionydd	4	4	8	0.0	25.0	12.5	50.0	100.0	75.0	100.0	100.0	100.0	2.3	3.3	2.8	5.7	6.2	5.9
Ysgol Y Gader	0	22	22	0.0	27.3	27.3	0.0	100.0	100.0	0.0	100.0	100.0	0.0	3.0	3.0	0.0	5.2	5.2
Ysgol Y Moelwyn	7	28	35	85.7	89.3	88.6	100.0	100.0	100.0	100.0	100.0	100.0	3.7	3.6	3.7	5.2	5.1	5.1
Ysgol Y Berwyn	9	5	14	0.0	0.0	0.0	11.1	20.0	14.3	100.0	100.0	100.0	1.4	2.0	1.6	4.7	4.3	4.6
Ysgol Friars	12	12	24	0.0	8.3	4.2	50.0	66.7	58.3	100.0	100.0	100.0	2.3	2.5	2.4	4.2	4.9	4.6
Gwynedd	39	87	126	20.5	40.2	34.1	53.8	83.9	74.6	100.0	100.0	100.0	2.4	3.0	2.8	4.8	5.0	5.0
Cynnal	78	232	310	20.5	30.6	28.1	64.1	81.9	77.4	97.4	99.6	99.0	4.8	5.7	5.5	5.1	5.2	5.2

**GWYNEDD 2006 :
LEFEL A ASTUDIAETHAU CREFYDDOL - RELIGIOUS STUDIES A LEVEL**

Canlyniadau Lefel A yn ôl cohort blwyddyn 13 wedi sefyll arholiad																		
Pwnc	Nifer yn sefyll			% A			% A-C			% A-E			Sgôr Cyfartalog y pwnc			Sgôr Cyfartalog pynciau eraill		
	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C
Ysgol Dyffryn Ogwen	0	5	50.0	40.0	40.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	94.7	94.7	
Ysgol Brynrefail	0	1	10.0	0.0	0.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	93.3	93.3	
Ysgol Dyffryn Nantlle	0	1	10.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	0.0	40.0	40.0	0.0	66.7	66.7	
Ysgol Tryfan	0	4	40.0	50.0	50.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	
Ysgol Syr Hugh Owen	0	6	60.0	0.0	0.0	0.0	66.7	66.7	0.0	100.0	100.0	0.0	73.3	73.3	0.0	74.4	74.4	
Gwynedd	0	17	170.0	23.5	23.5	0.0	82.4	82.4	0.0	100.0	100.0	0.0	87.1	87.1	0.0	84.8	84.8	
Cynnal	6	60	660.0	16.7	15.2	50.0	76.7	74.2	100.0	98.3	98.5	73.3	86.0	84.8	70.9	87.1	85.0	

GWYNEDD 2006 :

UWCH GYFRANNOL ASTUDIAETHAU CREFYDDOL - RELIGIOUS STUDIES ADVANCED SUBSIDIARY LEVEL

Canlyniadau Lefel AS yn ôl cohort blwyddyn 12 wedi sefyll arholiad																				
Pwnc	Nifer yn sefyll			% A			% A-C			% A-E			Sgôr Cyfartalog y pwnc			Sgôr Cyfartalog pynciau eraill				
	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C	B	M	C		
Ysgol Dyffryn Ogwen	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.2	7.2		
Ysgol Brynrefail	1	4	5	0.0	25.0	20.0	0.0	25.0	20.0	0.0	25.0	20.0	0.0	15.0	12.0	23.3	24.5	24.3		
Ysgol Dyffryn Nantlle	3	4	7	0.0	0.0	0.0	0.0	25.0	14.3	0.0	75.0	42.9	0.0	20.0	11.4	15.0	22.9	20.0		
Ysgol Y Berwyn	0	7	7	0.0	42.9	42.9	0.0	71.4	71.4	0.0	100.0	100.0	0.0	47.1	47.1	8.7	10.2	10.1		
Ysgol Syr Hugh Owen	2	5	7	0.0	0.0	0.0	50.0	40.0	42.9	100.0	80.0	85.7	35.0	26.0	28.6	10.6	9.8	10.0		
Gwynedd	6	20	26	0.0	20.0	15.4	16.7	45.0	38.5	33.3	75.0	65.4	11.7	30.0	25.8	10.5	9.9	10.0		
Cynnal	21	73	94	14.3	21.9	20.2	52.4	67.1	63.8	81.0	90.4	88.3	33.8	39.3	38.1	16.5	13.4	13.8		

Response of the Local Education Authority

The quality and development of educational provision in Gwynedd schools during the school year was reported upon through the Annual Report on the Education Service.

Gwynedd's Single Education Plan for 2006-8 notes the following priorities:

1. Continuing to sustain and raise standards and improving performance of maintained schools.
2. Providing a quality service for pupils with additional learning needs.
3. Provision for support, advice and resources to schools to assist them in promoting good behaviour and support for pupils with behavioural difficulties, within or outside school.
4. Raising the standards of education for pupils not educated in schools.
5. Establishing a firm foundation to develop the principle of community focussed schools.
6. Planning provision of school places and early years places.

Anglesey Education Authority and Gwynedd Education Authority provide financial support to CYNNAL (the advisory service). CYNNAL appoints an Humanities Adviser to be responsible for Geography, History and Religious Education and to provide curriculum support to the primary and secondary schools of the two authorities. A part time secondment (0.5 in 2006-7) is also offered to an advisory teacher.

2.6.1 The support of the advisory service

Primary and secondary schools within the county receive the support of the Humanities Advisor and the part time Religious Education Advisory Teacher as they visit schools as part of the 'entitlement programme'. They support teachers as they plan programmes of study and assessment plans, prepare classroom activities and select suitable classroom resources. Developing thinking skills and assessment for learning is a priority for many of the county's teachers. CYNNAL supports schools that are preparing for inspection by helping teachers and departments to self evaluate standards in religious education. The Advisory Teacher's role is invaluable as a means of disseminating good practice, developing interesting classroom activities and supporting teachers as they prepare for the future.

The Humanities Adviser and advisory teacher report on their work at SACRE meetings. These presentations provide a platform for sharing recent developments, pedagogical matters and resources and an overview of the work done with the LEA's schools. The discussions of 2006-7 have focussed on the National Exemplar Framework for Religious Education (non-statutory) and the provision of religious education for post 16 pupils.

The Humanities Adviser attends the National Advisory Panel for Religious Education meetings and meetings of the Wales Association of SACREs. These meetings provide national forums to discuss matters relevant to Religious Education.

Mrs Carol Llewelyn Jones – Religious Education Advisory teacher

Mrs Carol Llewelyn Jones was appointed as a part time advisory teacher in January 2007. As a religious education and PSE teacher at Ysgol Syr Hugh Owen teachers have appreciated her advice and guidance. Since January Mrs Carol Llewelyn Jones has been busy preparing and delivering courses for the county's secondary teachers and supporting individual departments as they respond to the self evaluation process and prepare for school inspections. She has also supported a new head of department and newly qualified teacher.

2.7 In-service training

2.7.1 Report on In-service training 2005-6

As part of the Service Level Agreement with the schools, the LEA provides INSET for teachers employed by the Authority. The Education Strategic Plan notes the importance of the training programme as a means of ensuring that teachers receive information about new developments, disseminate good practice and work together to develop learning and teaching strategies and appropriate materials. The aim is to ensure that the training programme meets schools' and teachers' requirements through consultation with teachers and professional tutors in schools. Subject panel meetings are held in some areas to discuss priorities and provide guidance on the training programme. In addition, attention was given to the Authority's priorities, ESTYN's comments, and to comments which appear in inspection reports.

Primary and secondary head teachers have agreed to close schools for two days to enable teachers to attend school based or consortia based training courses. The professional tutors were responsible for choosing the courses for secondary departments and the primary head teachers identified suitable courses for their colleagues.

Primary Inset Courses April 2006 – March 2007

Course Title	Number attending from Gwynedd
Cluster –Arfon (1) Teaching and learning about Christian festivals (KS1)	12

Cluster –Arfon (2) The Humanities Project (with references to religious education)	20
Cluster – Meirion/Dwyfor (1) Teaching and learning about Christian festivals (KS1)	12
Cluster – Meirion/Dwyfor (2) The Humanities Project (with references to religious education)	11
A 5 day Humanities course which included a day's course on developing Language through Religious Education.	4

Secondary Inset Courses April 2006 –March 2007

- **Consortium**

Course Title	Number attending from Gwynedd
Consortium - Arfon (1) : KS3 Teacher Assessment	6
Consortium - Arfon (2) Developing effective teaching and learning practices for post 16 pupils (examination and statutory courses)	4
Consortium – Meirion Dwyfor (1) : KS3 Teacher Assessment	12
Consortium – Meirion Dwyfor (2) Making effective use of visits to places of worship.	9

2.7.2 Training and special visits organised by Gwynedd and Anglesey SACREs

No training conference was held for teacher and SACRE members of Gwynedd and Anglesey during 2006-7. However a special meeting was held for members of Gwynedd SACRE and representatives of Anglesey SACRE on 15 of March in order to respond to the National Exemplar Framework for Religious Education.

2.7.3 INSET courses 2007-8

The following courses were submitted to the attention of primary headteachers as they prepared the in service training programme for their teachers:

- 'Philosophy for Children' – principles and practices.
- Making effective use of a location (the cluster to choose a suitable location), e.g. place of worship, museum, gallery, nature reserve, historical building.
- Planning, developing and reflecting in humanities lessons (including Religious Education)
- Assessment for learning
- 5 day Humanities course : Aiming for Excellence : developing the role of the humanities co-ordinator.

The following courses were submitted to the attention of secondary professional tutors and subject panels as they prepared the in service training programme for their teachers:

- The implications of the 2008 reforms on learners
- 'Classroom talk': strategies for teachers and pupils.
- Religion in the workplace: what's the connection between religious education and the world of work?
- Effective use of art and music in RE lessons.

2.8 Religious Education and DELLS

DELLS has published a national exemplar framework for Religious Education. This is the first time that RE has been included in a curriculum review and therefore gives the 22 SACREs of Wales a unique opportunity to respond to contribute to the consultation. The document follows the same format as the other curriculum orders but can be adapted or adopted by LEAs. Members of Gwynedd SACRE, as of other SACREs across Wales have welcomed the effort to create a national framework for the schools of Wales as a way of ensuring that:

- there is an agreed understanding of the nature of religious education amongst teachers, pupils, parents and members of the public;
- teachers across Wales can co-operate in order to share good practice and develop exemplar documents;
- authors and publishers can develop resources which will promote good practice.
- there is an agreed understanding of standards in religious education.

The humanities adviser has welcome the opportunity to discuss the exemplar framework with other religious education advisers in Wales in a special meeting of the National Advisory Panel for Religious Education. The executive committee of WASACRE and NAPfRE are considering ways in which the efforts of SACREs to respond to the new framework can be co-ordinated across Wales.

A representation from Gwynedd attended a special meeting organised by DELLS in order to respond to the National Exemplar Framework for Religious Education.

A special meeting for the members of Gwynedd SACRE and representatives of Anglesey SACRE was held at Technium CAST, Parc Menai, Bangor on Thursday 15 March 2007. Gwynedd SACRE was represented by Mr Glyn Owen, Mr Wyn Meredith, Mr Noel Dyer and the Rev. Olaf Davies. The meeting was supported by Mr Gwyn Parri (Anglesey's secondary education officer) and Miss Bethan James (humanities adviser, CYNNAL). The main conclusions of the representatives were shared with the members of Gwynedd SACRE:

The representatives believed that:

- the contexts, skills, level descriptors outlined in the exemplar framework are appropriate for pupils 3-19 years old. They welcomed the examples noted in *italics*.
- the outcomes for pupils working below Level 1 were very useful.

- differentiating between the statutory requirements for 3-4 year old pupils and 5-7 year old pupils contradicted the principles and spirit of the Foundation Stage (3-7 years old). The consultation document for the Foundation Phase does not outline the requirements of the religious education framework. Including this outline in the same document as the Foundation Phase would facilitate the work of the teachers who will be teaching the younger pupils.
- Anglesey and Gwynedd SACRE should adopt the framework as their local agreed syllabus.

2.9 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.

3.2 Determinations

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

SECTION 3 : ANNEXES

3.1 ADMINISTRATIVE MATTERS

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

The Education Committee has retained the right to nominate a SACRE Chairperson.

3.2 Gwynedd SACRE membership

Christians and Other Religions

The Methodist Church	-	The Reverend Gwyn Thomas
Union of Welsh Baptists	-	The Reverend John Treharne
Presbyterian Church of Wales	-	Mr.Gwyn Hefin Jones
The Church in Wales	-	The Reverend Tegid Roberts
Union of Welsh Independents	-	Mr Cynric Hughes
The Catholic Church	-	Mrs Eirian Bradley Roberts

Teachers

Welsh National Union of Teachers (UCAC)	-	Mr Noel Dyer
National Association of Schoolmasters and Union of Women Teachers (NASUWT)	-	Mrs Gwenda M Jones
National Union of Teachers (NUT)	-	Mr Euron Hughes
Association of Teachers and Lecturers	-	awaiting nomination
National Association of Head teachers	-	Mr Robin Williams
Association of School and College Leaders (ASCL)	-	Mr Dafydd Fôn Williams

Local Members

Councillors

Selwyn Griffiths (Chairman)	}	
Arwel Jones	}	Plaid Cymru
Pat. Larsen	}	
Glyn Owen	}	
R Arwel Pierce	}	Independent
Bill Lovelock	}	Labour
W.M.Meredith	}	Liberal Democrat

Ex-officio members

Chairman and Vice chairman of the Council

Michael Sol Owen (Chairman)

Meinir Owen (Vice-Chairman)

Co-opted members (non-voting)

- Mr Rheinallt Thomas
- The Reverend Gwyn Rhydderch
- The Reverend Aled Davies

3.3 SACRE Meetings 2006-2007

Dates of meetings may be obtained by contacting the Clerk to SACRE. During 2006-2007, Gwynedd SACRE met on four occasions:

27 September 2006
13 December 2006
28 March 2007
16 May 2007

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

- a) **Meeting held on 27 September 2006**
 - Annual report (draft) Gwynedd SACRE 2005/2006
 - 2006 GCSE and A Level results
 - School inspections
 - Wales Association of SACREs - submit papers for the meeting held at Caernarfon on 23 June 2006.
- b) **Meeting held on 13 December 2006**
 - Annual report (draft) Gwynedd SACRE 2005/2006
 - 2006 GCSE and A Level results
 - Report by the Advisory Service
 - School inspections
 - Wales Association of SACREs - submit papers for the meeting held at Caernarfon on 23 June 2006.
- c) **Meeting held on 28 March 2007**
 - School inspections
 - Report of INSET for Religious education 2006-7
 - Annual report (final) Gwynedd SACRE 2005/2006
 - National Exemplar Framework for Religious Education
 - Wales Association of SACREs - submit papers for the meeting held at Haverfordwest on 23 March 2007.
- d) **Meeting held on 16 May 2007**

- School inspections
- Statutory Religious Education for KS5 (16+) pupils
- Wales Association of SACREs - submit papers for the meeting held at Haverfordwest on 23 March 2007

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:

- Mr Rheinallt Thomas (a member of the executive committee of WASACRE)
- Mr Wyn Meredith

The following observers attended WASACRE meetings during the year:

- Miss Bethan James – Humanities Adviser

3.3.2 The following provide SACRE with professional support:

Dr Gwynne Jones, Head of School Services

Mr John Blake, Education officer for Meirion Dwyfor who serves as SACRE clerk..

Miss Bethan James, Humanities Adviser, who serves Gwynedd and Môn as a member of CYNNAL, the Advisory Company.

Mrs Carol Llewelyn Jones, part time advisory teacher for Religious Education.

Mrs Glynda O'Brien, Committee Section, Resources Directorate, who minutes and administers SACRE.

Enquiries should be directed to the SACRE Clerk, Education Office, Council Offices, Caernarfon LL55 1SH.

3.4 A list of organisation to which the SACRE report was sent.

Copies of the annual report will be distributed to the following:

The Education, Culture and Services to Children and Young People Subject Committee

Gwynedd Local Education Authority Schools

The National Library of Wales
The Welsh Assembly
ACCAC (DELLS)
Welsh National Centre for Religious Education, School of Education, University
College of Wales, Bangor
Gwynedd Public Libraries
Wales Association of SACREs