

**Standing Advisory Council for Religious Education**

**GWYNEDD  
ANNUAL REPORT**

**September 2009 - August 2010**

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## CONTENT

### SECTION 1: EXECUTIVE SUMMARY

#### 1.1 Introduction by SACRE Chairperson

Chairman of Gwynedd SACRE: Councillor Pat Larsen

### SECTION 2: ADVICE TO GWYNEDD EDUCATION AUTHORITY

2.1 SACRE's Function in Relation to Religious Education

2.2 The Agreed Syllabus

2.3 Standards in Religious Education

2.4 The Self-evaluation process

2.5 How well do learners achieve?

2.6 The response of the local education authority

2.7 Report on in-service training

2.8 Religious education and DCELLS

2.9 SACRE's function in relation to collective worship.

### SECTION 3: ANNEXES

3.1 General information about the composition of SACRE

3.2 Membership of Gwynedd SACRE 2009-10

3.3 The number of sACRE meetings held during the reporting period

3.4 A list of organisations to which the SACRE report was sent

## 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 Introduction by the Chairperson**

**Councillor Pat Larsen**

## SECTION 2: ADVICE TO GWYNEDD EDUCATION AUTHORITY

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

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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 Locally Agreed Syllabus (2008). The document is promoted during inset sessions and visits to schools. Materials to support the Agreed Syllabus are developed as part of the training programme.

### 2.3 Standards of Religious Education

Gwynedd SACRE monitor standards in religious education by reviewing school inspection reports, and by receiving summaries of schools' self-evaluation documents.

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 3: ***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	17
	Secondary	1

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

Religious Education was inspected as a nominated subject in 6 schools.

	<b>Grade 1</b> Good with outstanding features	<b>Grade 2</b> Good features and no significant shortcomings	<b>Grade 3</b> Good features which outweigh the shortcomings	<b>Grade 4</b> Some good features but shortcomings in important areas	<b>Grade 5</b> Many significant shortcomings
<b>KS1</b>		6			
<b>KS2</b>	1	5			
<b>KS3</b>					
<b>KS4</b>					
<b>KS5</b>					
<b>Total</b>	1	11			

The inspections followed the usual pattern of referring to good and outstanding 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.

Good features were observed in many schools:

#### **Outstanding features** (one school)

- Many KS2 pupils have outstanding knowledge and understanding of Christian customs, ceremonies and celebrations and also of some other world religions.
- Pupils know the importance of pilgrimage to believers and their knowledge of the pilgrimage destinations of the various religions is outstanding.

#### **Good features** (the majority of schools)

- Pupils can recall many stories from sacred books and understand the religious messages that underpin them. When discussing religious books, pupils become aware of how the Qur'an makes a difference to the life of the Muslim, and of the importance of the Bible to the Christian and the Torah to the Jew.
- Pupils understand the importance of pilgrimage and know of locations such as St Davids, Iona, Lourdes and Bethlehem that are important to the Christian. In the same way, they understand the significance of the pilgrimage to Mecca for the Muslim. They discuss meaningfully how a journey can change people.
- Pupils use their learning and thinking skills very effectively as they consider elementary questions about religion and life, such as people's relationships with each other. They can discuss the difference between character and personality that makes us human.
- The Curriculum Cymreig is a prominent feature as pupils have opportunities to discuss Welsh saints, religious leaders and locations. Learners visit local places of worship and often question religious leaders who work in their communities.
- Most pupils have an investigative and inquisitive spirit and they feel confident in raising questions from their personal and religious experience.
- Most KS2 pupils discuss principles such as friendship, tolerance, care for others and behaviour towards each other well. Increasingly KS3 pupils understand

concepts such as conscience, forgiveness and obedience and they show strong awareness of the effect and influence of belief on believers.

- Pupils have a good understanding of the purpose and meaning of Christian celebrations such as baptism, marriage, thanksgiving, Christmas and Easter.

**Shortcomings** (one school)

- Many pupils in KS2 do not compose pieces of extended, personal writing on issues relating to religion.

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 17 school inspection reports were submitted to the attention of SACRE members..

	<b>Grade 1</b> Good with outstanding features	<b>Grade 2</b> Good features and no significant shortcomings	<b>Grade 3</b> Good features which outweigh the shortcomings	<b>Grade 4</b> Some good features but shortcomings in important areas	<b>Grade 5</b> Many significant shortcomings
<b>Primary schools</b>	9	6	1		
<b>Secondary schools</b>	1				
<b>Total</b>	<b>10</b>	<b>6</b>	<b>1</b>		

All schools complied with the statutory requirement to hold a daily act of collective worship.

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

- Collective worship sessions which offer good opportunities for pupils to reflect on spiritual and moral are of a very high standard and offer pupils particularly good opportunities to reflect on their spirituality and moral issues. One school was praised for the outstanding opportunities it offered to pupils to contribute to the planning and presentation of the daily acts of collective worship.
- All pupils respect the ethos of the collective worship sessions.
- The sensitive and caring way in which the school responds to the different beliefs of the pupils.

- A well planned Personal and Social Education programme which permeates every aspect of the school's work to ensure that the pupils' spiritual, moral, social and cultural development is based on clear values and principles.
- The broad learning experiences pupils receive successfully promote their moral, social and cultural development, creating in them a strong sense of responsibility towards the school, their environment and the community
- The contribution made by local religious leaders to the collective worship sessions. These individuals offer a good contribution to the spiritual development of the pupils. In one school, families associated with the school had visited in order to consolidate principles such as the importance of helping others less fortunate.

Some deficiencies were noted in some schools (three schools):

- The daily acts of collective worship do not challenge and enrich pupils' spiritual experiences.
- Opportunities to pay sufficient attention to pupils' spiritual development are sometimes lost because the school fails to create an appropriate ethos.

#### **2.3.4 ESTYN's New Inspection Framework**

One secondary school in Gwynedd was a pilot school for ESTYN's new inspection framework. From September 2010 inspections will focus on three key questions:

- **Key Question 1: How good are outcomes?**
- **Key Question 2: How good is provision?**
- **Key Question 3: How good are leadership and management?**

Inspection reports will not refer to specific subjects.

Reference was made to pupils' spiritual, moral, social and cultural development in the report published on the pilot school:

*"The school gives due attention to promoting the development of pupils' spiritual, moral, social and cultural experiences."*

Report on the Quality of Secondary Education in Ysgol Glan y Môr (January 2010)

### **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.

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

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	1	7*				4	4			
Secondary		2					2			
Total	1	9				4	6			

\*No grades were submitted by one primary school.

Schools were proud of aspect such as:

- the standard of pupils' attainment;
- pupils' good understanding of the topics discussed;
- the wide range of teaching and learning techniques used in religious education lessons;
- pupils' willingness to express their opinions orally and in writing;
- pupils' ability to ask, discuss and respond to quesitons that arise from their own experiences and from aspects of religion.

- the ways in which pupils were able to link religious beliefs, teachings and practices.

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

- continuing to respond to the requirements of the Locally Agreed Syllabus and the 2008 Curriculum;
- ensuring that the religious dimension of Wales is a focus of the religious enquiries.
- planning with the pupils;
- developing some skills further following a self-evaluation of learner's work, e.g. independent investigations;
- developing an element of reflection during collective worship.

## 2.5 How well do learners achieve?

### Teacher assessments 2009: Religious Education KS3

Canlyniadau CA3										
Ysgol	E	1	2	3	4	5	6	7	8	5+
Ysgol Dyffryn Ogwen (70)	2.9 (2)	0.0 (0)	0.0 (0)	1.4 (1)	20.0 (14)	25.7 (18)	34.3 (24)	15.7 (11)	0.0 (0)	75.7 (53)
Ysgol Botwnnog (98)	2.0 (2)	0.0 (0)	0.0 (0)	6.1 (6)	14.3 (14)	35.7 (35)	35.7 (35)	6.1 (6)	0.0 (0)	77.6 (76)
Ysgol Dyffryn Nantlle (77)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	16.9 (13)	40.3 (31)	36.4 (28)	6.5 (5)	0.0 (0)	83.1 (64)
Ysgol Eifionydd (98)	0.0 (0)	0.0 (0)	2.0 (2)	6.1 (6)	23.5 (23)	34.7 (34)	30.6 (30)	3.1 (3)	0.0 (0)	68.4 (67)
Ysgol Y Gader (72)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	18.1 (13)	47.2 (34)	30.6 (22)	4.2 (3)	0.0 (0)	81.9 (59)
Ysgol Y Berwyn (71)										
Ysgol Arudwy (54)	1.9 (1)	0.0 (0)	0.0 (0)	0.0 (0)	18.5 (10)	51.9 (28)	27.8 (15)	0.0 (0)	0.0 (0)	79.6 (43)
Ysgol Friars (222)	2.3 (5)	0.0 (0)	0.9 (2)	11.3 (25)	21.6 (48)	35.1 (78)	20.3 (45)	7.7 (17)	0.9 (2)	64.0 (142)
Ysgol Tryfan (57)	0.0 (0)	0.0 (0)	1.8 (1)	3.5 (2)	5.3 (3)	28.1 (16)	29.8 (17)	31.6 (18)	0.0 (0)	89.5 (51)
Ysgol Glan y Môr (100)	3.0 (3)	0.0 (0)	0.0 (0)	11.0 (11)	19.0 (19)	31.0 (31)	24.0 (24)	12.0 (12)	0.0 (0)	67.0 (67)
Gwynedd (919)	1.5 (14)	3.6 (33)	3.6 (33)	6.3 (58)	17.3 (159)	33.2 (305)	26.1 (240)	8.2 (75)	0.2 (2)	67.7 (622)
Cynnal (1774)	1.1 (19)	1.9 (33)	1.9 (33)	6.4 (113)	21.4 (379)	35.2 (624)	22.9 (406)	9.3 (165)	0.1 (2)	67.5 (1,197)

- Inaccurate data submitted for Ysgol y Berwyn.

KS3 results are presented as information only. Departments judge pupils' attainment on the basis of the year's work, specific assessment tasks and tests. The pupils do not sit the same tests or the same assessment tasks and teachers do not meet regularly to moderate their pupils work with other departments. The Welsh Assembly Government does not collect religious education data but CYNNAL has collected pupils' end of KS3 attainment levels in religious education since 1999. This year some departments have been invited to participate in a DCELLS pilot programme and will submit portfolios for external moderation. CYNNAL INSET courses have given subject teachers an opportunity to share experiences and to moderate samples of work together. Four secondary schools have not submitted KS3 teacher assessments.

## Religious Studies GCSE results (full 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	1	9	10	100.0	66.7	70.0	100.0	88.9	90.0	100.0	100.0	100.0	8.0	6.7	6.8	4.1	5.0	4.9 (1.9)
Ysgol Botwnnog	2	0	2	0.0	0.0	0.0	50.0	0.0	50.0	100.0	0.0	100.0	4.5	0.0	4.5	4.7	0.0	4.7 (-0.2)
Ysgol Brynrefail	1	10	11	100.0	30.0	36.4	100.0	80.0	81.8	100.0	100.0	100.0	8.0	5.4	5.6	7.5	5.1	5.4 (-0.3)
Ysgol Dyffryn Nantlle	1	3	4	0.0	33.3	25.0	100.0	33.3	50.0	100.0	100.0	100.0	5.0	5.0	5.0	4.2	4.6	4.5 (0.5)
Ysgol Eifionydd	2	17	19	50.0	17.6	21.1	50.0	64.7	63.2	100.0	100.0	100.0	5.5	5.0	5.1	5.1	4.5	4.6 (0.5)
Ysgol Y Gader	5	8	13	80.0	37.5	53.8	100.0	100.0	100.0	100.0	100.0	100.0	6.8	6.3	6.5	6.0	5.4	5.6 (0.9)
Ysgol Y Berwyn	8	18	26	37.5	38.9	38.5	87.5	83.3	84.6	100.0	94.4	96.2	6.3	5.7	5.8	6.1	5.6	5.7 (-0.1)
Ysgol Friars	1	2	3	100.0	50.0	66.7	100.0	100.0	100.0	100.0	100.0	100.0	7.0	7.0	7.0	6.0	6.6	6.4 (0.6)
Ysgol Tryfan	3	12	15	0.0	58.3	46.7	33.3	100.0	86.7	100.0	100.0	100.0	3.7	6.8	6.2	3.9	6.1	5.7 (0.5)
Ysgol Syr Hugh Owen	0	4	4	0.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	7.8	7.8	0.0	6.5	6.5 (1.3)
Ysgol Glan y Môr	0	6	6	0.0	33.3	33.3	0.0	100.0	100.0	0.0	100.0	100.0	0.0	6.0	6.0	0.0	4.8	4.8 (1.2)
Gwynedd	24	89	113	45.8	41.6	42.5	79.2	84.3	83.2	100.0	98.9	99.1	6.0	5.9	5.9	5.5	5.3	5.3 (0.6)
Cynnal	87	279	366	41.4	45.5	44.5	81.6	84.6	83.9	100.0	99.3	99.5	5.9	6.0	6.0	5.5	5.4	5.4 (0.6)

### Good results

- 113 candidates from Gwynedd school – approximately 8% of the cohort.
- Numbers vary from 2 pupils in one school to 26 in another.
- 99.1% of the candidates achieved a GCSE grade with 83.2% gaining A\*-C. 42.5% of the candidates achieved an A\*/A grade.
- The subject mean score of 6.0 is higher (0.6) than the mean score of 5.4 attained by the pupils in other subjects.
- More girls than boys choose the subject in Gwynedd secondary schools (B21%:M79%).
- The boys' results are comparable to the girls' results. The boys' mean score of 6.0 is slightly higher than the girls' subject mean score of 5.9.
- The pupils of Ysgol Dyffryn Ogwen, Ysgol y Gader, Ysgol Syr Hugh Owen and Ysgol Glan y Môr perform better in religious education than in other subjects.
- No candidates were entered to sit GCSE examinations at Ysgol Ardudwy and Ysgol Tywyn
- CYNNAL would like to offer support to the following departments:  
Ysgol Ardudwy – the subject leader has been on long term sick leave.  
Departments which would like to attract more pupils to study GCSE Religious Studies  
Departments which intend to submit RE portfolios for external moderation this year.

## Religious Studies GCSE results (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	1	9	10	0.0	22.2	20.0	100.0	88.9	90.0	100.0	100.0	100.0	2.0	2.9	2.8	4.1	5.0	4.9 (-2.1)
Ysgol Botwnnog	3	4	7	0.0	50.0	28.6	33.3	75.0	57.1	100.0	100.0	100.0	3.3	6.0	4.9	4.0	5.6	5.0 (-0.2)
Ysgol Dyffryn Nantlle	1	3	4	0.0	0.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	2.0	2.7	2.5	4.2	4.6	4.5 (-2.0)
Ysgol Eifionydd	5	28	33	0.0	21.4	18.2	60.0	57.1	57.6	100.0	100.0	100.0	2.4	2.4	2.4	4.9	5.0	5.0 (-2.6)
Ysgol Y Gader	5	8	13	80.0	75.0	76.9	100.0	100.0	100.0	100.0	100.0	100.0	3.6	3.5	3.5	6.0	5.4	5.6 (-2.1)
Ysgol Y Moelwyn	35	42	77	57.1	59.5	58.4	82.9	95.2	89.6	100.0	100.0	100.0	6.9	7.8	7.4	4.6	4.6	4.6 (2.8)
Ysgol Y Berwyn	25	30	55	16.0	16.7	16.4	44.0	70.0	58.2	100.0	100.0	100.0	2.2	2.6	2.4	5.0	5.3	5.1 (-2.8)
Ysgol Friars	7	9	16	14.3	44.4	31.3	42.9	77.8	62.5	100.0	100.0	100.0	2.0	2.7	2.4	4.5	5.3	4.9 (-2.6)
Ysgol Glan y Môr	0	6	6	0.0	16.7	16.7	0.0	66.7	66.7	0.0	100.0	100.0	0.0	2.5	2.5	0.0	4.8	4.8 (-2.3)
Gwynedd	82	139	221	35.4	36.7	36.2	65.9	79.1	74.2	100.0	100.0	100.0	4.3	4.3	4.3	4.7	4.9	4.8 (-0.5)
Cynnal	333	388	721	19.5	36.9	28.8	54.1	72.7	64.1	97.6	99.2	98.5	2.7	3.3	3.0	4.5	5.0	4.8 (-1.8)

### Good results

- 221 candidates from Gwynedd schools – approximately 16% of the cohort.
- Numbers vary from 4 candidates in one school to 77 in another school.
- 100% of candidates gained a GCSE grade with 74.2% achieving an A\*-C grade. 36.2% of the candidates gained an A\*/A grade.
- More girls than boys choose to study Religious Studies in Gwynedd schools (B37%:M63%).
- The boys' results are comparable to the girls' results. The boys' mean score of 4.3 is comparable to the girls' mean score (4.3)
- Its encouraging to note that so many learners choose to sit the short course GCSE course and are achieving good results.

## Religious Studies A Level results

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	8	8	0.0	0.0	0.0	62.5	62.5	0.0	100.0	100.0	0.0	75.0	75.0	0.0	75.0	75.0	0.0 (0.0)
Ysgol Brynrefail	0	1	1	0.0	0.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	80.0	80.0	0.0	100.0	100.0	-20.0 (-20.0)
Ysgol Dyffryn Nantlle	0	1	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	0.0	40.0	40.0	0.0	50.0	50.0 (-10.0)
Ysgol Y Berwyn	0	2	2	0.0	50.0	50.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0	110.0	110.0	0.0	97.5	97.5 (12.5)
Ysgol Syr Hugh Owen	1	1	2	0.0	0.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	80.0	91.4 (8.6)
Gwynedd	1	13	14	0.0	7.7	7.1	100.0	69.2	71.4	100.0	100.0	100.0	100.0	80.0	81.4	100.0	80.5	82.3 (-0.8)
Cynnal (G+M+C)	9	111	120	22.2	20.7	20.8	55.6	72.1	70.8	88.9	99.1	98.3	73.3	86.3	85.3	83.1	88.4	88.0 (-2.7)

### Disappointing results

- 14 candidates from Gwynedd schools.
- Numbers vary from 1 pupils in two schools to 8 in another school.
- More girls than boys choosing to study Religious Studies..
- 100% succeed to gain an A level grade with 71.4% achieving an A\*-C grade. 7.1% of candidates attain an A grade.
- The mean subject score of 85.3 is slightly lower (-0.8) than the mean score attained by the pupils in other subjects.

### Religious Education Advanced Subsidiary Results 2009

..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	6	6	0.0	16.7	16.7	0.0	33.3	33.3	0.0	83.3	83.3	0.0	30.0	30.0	0.0	28.3	28.3	
Ysgol Dyffryn Nantlle	2	5	7	0.0	20.0	14.3	100.0	40.0	57.1	100.0	100.0	100.0	40.0	34.0	35.7	35.0	36.0	35.7	
Ysgol Syr Hugh Owen	2	6	8	0.0	16.7	12.5	0.0	50.0	37.5	50.0	100.0	87.5	10.0	36.7	30.0	16.0	38.9	33.9	
Gwynedd	4	17	21	0.0	17.6	14.3	50.0	41.2	42.9	75.0	94.1	90.5	25.0	33.5	31.9	26.4	34.3	32.9	
Cynnal	19	111	130	15.8	23.4	22.3	63.2	62.2	62.3	89.5	94.6	93.8	36.8	40.0	39.5	37.4	39.0	38.8	

- 21 candidates from Gwynedd schools. The secondary schools are currently working together in order to share the responsibility of delivering A level and AS level courses so not all secondary schools in Arfon offer the same menu of A level and As level courses.
- More girls than boys choose to study Religious Studies at AS level (Gwynedd B19%: M81%) and the girls' results are better than the results achieved by the boys.
- 90.5% succeeded in gaining an AS grade with 42.9% achieving an A\*-C grade. 14.3% of the candidates achieved an A grade.
- The mean subject score of 31.9 is a little lower (-1.0) than the mean score achieved by the pupils in other subjects. .

### 2.6 The reponse 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 Children and Young People's Plan 2008-11

##### Strategic Aim 2 : Education and Learning experiences

"To ensure that the children and young people of Gwynedd have access to a range of education and learning opportunities to enable them to fulfil their potential."

STRATEGIC OBJECTIVE	STRATEGIC PRIORITY AREA
2.1 Enabling every child and young person to fulfil their full learning potential	2.1.1 Providing the best education, training and skills opportunities for all

2.2 Supporting children and young people with additional learning needs and children and young people in special circumstances	2.2.1 Supporting the full inclusion of learners with additional learning needs and children and young people in special circumstances
2.3 Providing a wide range of quality youth support services	2.3.1 Promoting and coordinating developments relating to youth support services

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, Religious Education and Education for Sustainable Development and Global Citizenship and to provide curriculum support to the primary and secondary schools of the two authorities. A part time secondment (0.5 in 2009-10) 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 2009-10 have focussed on supporting schools as they respond to the Locally Agreed Syllabus and developing learning activities which help pupils monitor pupils' attainment. A training course on 'People, Questions and Beliefs' was organised for Foundation Phase teachers.

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 Leusa Jones – Religious Education Advisory teacher**

Mrs Leusa Jones was appointed as a part time advisory teacher in Autumn 2009. She has been busy preparing and delivering courses for the county's secondary teachers and supporting individual departments as they respond to the new inspection framework and revise their learning activities for their pupils.

## 2.7 In-service training

### 2.7.1 Report on In-service training 2008-9

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 In-service training courses April 2009 – March 2010

Course Title	Number attending from Gwynedd
<b>Cluster –Arfon (Spring)</b> Learning about 'People' with learners under 7 years old.	19
<b>Cluster – Meirion/Dwyfor (Spring)</b> Learning about 'People' with learners under 7 years old.	10
A 5 day Humanities course which included a day's course on 'Responding to the new Locally Agreed Syllabus for RE'	8

#### Secondary In-service training courses April 2009 –March 2010

Course Title	Number attending from Gwynedd
<b>Consortium –Arfon (Autumn) :</b> Religious Education and the 'Essential Skills'	6
<b>Consortium – Meirion Dwyfor (Autumn) :</b> Religious Education and the 'Essential Skills'	10
<b>Consortium – Arfon and Anglesey (Spring)</b> KS3 Teachers' Assessments with a focus on designing assessment tasks.	10
<b>Consortium – Meirion Dwyfor (Spring)</b> Preparing programmes of study based on the new RE framework	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 2007-8.

### **2.7.3 INSET courses 2010-11**

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

- Supporting KS3 learners to make progress in their RE skills.
- Assessment for learning in the Humanities
- Philosophy for Children (Level 1) – a two day course
- A cross curricular course: Humanities and ESDGC
- Working in partnership with other organisations.

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:

- How good are our practices? Aiming for Excellence
- Responding to pupils' additional educational needs
- Using ICT to improve subject skills and ICT skills
- Responding to controversial issues in the classroom
- Developing crosscurricular activities

## **2.8 Religious Education and DCELLS**

DCELLS launched a pilot programme in 2009-10 in order to moderate KS3 teachers' assessments. Two secondary schools from Gwynedd and two secondary schools from Anglesey have been part of the pilot programme.

DCELLS is also developing guidelines to help teachers evaluate pupils' attainment. A group of Foundation Phase teachers are currently working together to identify good teaching and learning practices within the context of 'People, Questions and Beliefs'. Teachers from Gwynedd have contributed samples of their pupils' work to the attention of the subject officer.

## **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.

A copy of the ‘Supplementary guidance for inspecting collective worship in non-denominational schools (ESTYN, June 2008) was distributed to the members.

### **3.2 Determinations**

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

<b>SECTION 3 : ANNEXES</b>
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### **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	-	Mr Wyn Meredith
Union of Welsh Baptists	-	Mrs Ruth Davies
Presbyterian Church of Wales	-	Mr.Gwyn Hefin Jones
The Church in Wales	-	Reverend Robert Townsend
Union of Welsh Independents	-	Mr Cynrig Hughes
The Catholic Church	-	Mrs Eirian Bradley Roberts

#### Teachers' Unions' Representatives

Welsh National Union of Teachers (UCAC)	-	Mr Noel Dyer
National Association of Schoolmasters and Union of Women Teachers (NASUWT)	-	Miss Miriam Williams
National Union of Teachers (NUT)	-	Mr Euron Hughes
Association of Teachers and Lecturers	-	<i>awaiting nomination</i>
National Association of Head teachers	-	Mrs Elisabeth Roberts
Association of School and College Leaders (ASCL)	-	Mr Paul M Jones

#### Local Members

##### Councillors

Selwyn Griffiths (Chairman)	}	Plaid Cymru
Pat. Larsen	}	
Huw Edwards	}	Independent
Dafydd W Roberts	}	
Guto Rhys Thomas	}	
Aeron Jones	}	Llais Gwynedd
Stephen Churchman	}	Liberal Democrat

##### Ex-officio members

Chairman and Vice chairman of the Council  
W Tudor Owen  
John Gwilym Jones

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

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

### 3.3 SACRE Meetings 2009-2010

Dates of meetings may be obtained by contacting the Clerk to SACRE. During 2009-2010, Gwynedd SACRE met on three occasions:

14	October	2009
10	February	2010
30	June	2010

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

**a) Meeting held on 14 October 2009**

- Annual report (draft) Gwynedd SACRE 2008/2009
- KS3 standards and 2009 GCSE and A Level results
- School inspections
- School self evaluations
- Wales Association of SACREs - submit papers for the meeting held at Llangollen on 24 June 2009.
- Correspondence

**b) Meeting held on 10 February 2010**

- School inspections
- School self evaluations
- Religious Education in the classroom: a presentation by the head teacher of Ysgol Llanaelhaearn.
- Report by the Humanities Adviser
- Annual report (final) Gwynedd SACRE 2008/2009
- Wales Association of SACREs - submit papers for the meeting held at Rhondda Cynon Taf on 13 November 2009.
- Correspondence

**c) Meeting held on 30 June 2008**

- Election of chairman and deputy chairman
- The use of local religious leaders
- School inspections
- School self evaluations
- Report by the Humanities Adviser
- A survey on behalf of the Wales Association of SACREs
- REsilience project
- RE Festival: March 2011
- Wales Association of SACREs - submit papers for the meeting held at Swansea on 18 March 2010.

**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 (Gwynedd SACRE)
- Mr Aeron Jones

The following observers attended WASACRE meetings during the year:

- Miss Bethan James – Humanities Adviser

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

Mr Dewi Jones, Head of School Services

Mr Ken Robinson, Assistant education officer who serves as SACRE clerk

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

Mrs Leusa Jones, part time advisory teacher for Religious Education.

Mrs Glynda O'Brien, Committee Section, Democracy Service, 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

APADGOS (DCELLS)

Welsh National Centre for Religious Education, School of Education, University

College of Wales, Bangor

Gwynedd Public Libraries

Wales Association of SACREs