

**Standing Advisory Council for Religious Education**

**GWYNEDD  
ANNUAL REPORT**

**September 2010 - August 2011**

Head of School Services : Dewi Jones

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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 introduction**

It gives me great pleasure to present Gwynedd SACRE's annual report for the academic year 2010-2011. During this year, SACRE has advised the Education department on many matters, including the Locally Agreed syllabus, Standards of Religious Education, Inservice training and Collective Worship.

Gwynedd SACRE has also monitored school activities and has supported national bodies such as DCELLS and WASACRE

I would like to pay tribute to all SACRE members and many officers, namely Bethan James, Glynda O'Brien and Ken Robinson for their commitment and support during the year. I also extend my thanks to the representatives of all the religious denominations, unions and political groups for fulfilling their responsibilities. I hope that their thorough work and commitment will continue next year.

Councillor Huw Edwards

Chairman of Gwynedd SACRE, 2010/2011

## 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

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 Monitoring standards in Religious Education

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)*

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

- reviewing ESTYN inspection reports;
- analysing the Local Authority's teacher assessments and secondary examination results;
- receiving a summary of school's self evaluation report in response to ESTYN's Inspection Framework;
- receiving regular reports from representatives of the CYNNAL advisory service;
- inviting teachers and headteachers to share examples of good practice.

The new ESTYN Inspection Framework (2010) will not make specific references to Religious Education and collective worship. Following a period of consultation with headteacher groups and education officers, SACRE members agreed that they would invite schools to share their self-evaluation of religious education and collective worship with members. Primary and secondary schools were invited to submit a summary of the schools' self evaluation to the attention of the Gwynedd SACRE clerk during the year of an ESTYN inspection.

Since 2008, SACREs across Wales have adopted or adapted the National Exemplar Framework for Religious Education in Wales (DCELLS, 2008) as their locally agreed syllabus. Members of the National Advisory Panel for Religious Education (NAPfRE) have welcomed this consistency across Wales since it enables them to work together to prepare generic guidance for schools and SACREs. Many SACREs in Wales have adopted a monitoring process or structure similar to the one used by Gwynedd SACRE.

### 2.3.1 ESTYN inspection reports (pre September 2010)

7 inspection reports on Gwynedd schools were submitted during the Autumn term. These reports were based on the pre September 2010 inspection framework. The following sections were discussed by SACRE members:

- the name of the school
- the name of the 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	6
	Secondary	1

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

Religious Education was inspected as a nominated subject in 5 primary 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>	1	3	1		
<b>KS2</b>		4	1		
<b>Total</b>	1	7	2		

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 three 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:

#### Good features (majority of schools)

- The majority of pupils have an inquisitive spirit, and feel confident to raise questions from their personal experiences.
- Across both key stages, learners' skills in expressing opinion are very good.
- The develop good understanding of the cultural and religious traditions of Wales. They show a good knowledge and understanding of Christian ceremonies, festivals and practices and are very familiar with a number of Bible stories.
- As they visit places of worship in th area, all learners develop a good understanding of the significance of the main featrues of religious buildings. They display a good awareness of some of the special ceremonies held in such places such as baptism and weddings.
- Learners develop reasoning and learning skills by means of their further study of world faiths, and they are open minded and positive towards people who have different beliefs. They think well about religious matters and general matters which arise from day to day. They show very good reasoning skills within groups.
- They have an inquisitive and probing nature and they discuss religions and artefacts enthusiastically and effusively, expressing an opinion sensibly. These are outstanding features.
- Most pupils are developing well their understanding of concepts such as the self, feelings, forgiveness and friendship.
- They think well about religious and general matters which rise from day to day. They show very good reasoning and communication skills within groups. They show a mature understanding of the difference between right and wrong and what is the meaning an effect of temptation.

#### Shortcomings (one school)

- The appreciation of world faiths is not sufficiently developed by pupils.
- The ability of pupils to discuss and express opinions on events in the Bible, as well as discussing matters such as love, forgiveness and conscience is limited.

As a matter of course, attention is given to identified deficiencies by the school, LA 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.

## Spiritual, moral, social and cultural development (pre September 2010)

### 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 6 school inspection reports were submitted to the attention fo 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>	3	3			
<b>Total</b>	3	3			

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

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

- Schools had clear objectives relating to the pupils' spiritual, moral, social and cultural development.
- Staff promote the pupils' spiritual development in an oustanding manner through religious education lessons and through lively and interesting collective worship sessions.
- The collective worship sessions are of high standard and offer very good opportunities for learners to reflect quietly and thoughtfully on important matters that affect their lives.
- Pupils and community members contribute effectively to the collective worship.
- Schools have strong links with local religious communities.

### 2.3.2 ESTYN inspection reports (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?**

14 primary schools and 1 secondary schools have been inspected according the the new inspection framework. The inspection reports do not refer to specifice submeects and no report was submitted to the attention of Gwynedd SACRE durign 2010-11.

### 2.4 Self evaluation process

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



- Religious Education is part of the Learning Core for every pupil in KS4 as they follow Welsh Baccalaureate at KS4.
- All RE lessons observed have been adjudged grade 2 or above.

Schools also identified matters which require further attention during the next two year:

- To continue to respond to the requirement of the Locally Agreed Syllabus and the RE guidance distributed by DCELLS.
- To develop activities and experiences for Foundation Phase pupils so that they have opportunities to respond personally to moral dilemmas and to justify the reasons for their decisions.
- To develop learners' independent research skills, but using religious education as a context.
- To model questions and more open ended questioning so that pupils are encouraged to use them as they discuss the 'Big' questions and as they reflect on their work.
- To increase the number of pupils who achieve Level 6+ at the end of KS3 and narrow the gap between their performance of boys and girls.

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

Schools were happy to share good practices:

- Pupils and teacher discuss fundamental questions that are relevant to the theme, together and use these as a focus for their class research.
- The school has planned opportunities to develop learners' skills in a variety of contexts in religious education.
- The strong links between the school and local religious communities.
- A member of the governing body is responsible for religious education and monitors the subject according to the school's self evaluation process.
- A Religious Education portfolio that exemplifies annotated and levelled samples of pupils' work.
- The teaching materials and learning environment is good.
- Religious education is given sufficient teaching time on the timetable.
- The sound subject knowledge shown by teachers and their interest in the subject.
- The regular opportunities given to the pupils to learn from and integrate with others as they contribute to social events organised by the school, e.g. Christian Aid collective worship sessions, Thanksgiving, St. David's Day and Christmas.

Schools also identified matters which require further attention during the next two years:

- Give pupils further opportunities to solve problems;
- Ensure that pupils can access appropriate resource when researching.
- To review the provision for able and talented learners.
- To study more religions.
- Integrate RE to the school's new tracking system.
- Prepare a KS3 assessment portfolio;
- Revise the statutory Religious education course for KS4 pupils.

## How good is the provision of collective worship?

All schools conform to the statutory requirements.

Pupils were happy to share good practices:

- The special ethos generated in the act of collective worship and all pupils respect the ethos of the sessions.
- The regular opportunities given to pupils so that they can plan, prepare, present and participate in collective worship sessions. This helps them to feel part of the close-knit and secure community within the school
- The regular opportunities given to pupils for spiritual meditation and values and ethics are discussed.
- The valuable contribution made by local religious leaders;
- A timetable for collective worship sessions which is based on themes, religious festivals, Bible stories, ESDGC, charitable work.

Schools also identified matters which require further attention for the next two years:

- Create a reflection corner which is linked to the themes of the collective worship sessions.
- Pupils participating in the process of preparing collective worship sessions, e.g. by encouraging them to choose their own themes.
- Establish consistency in form, organisation and quality of the collective worship which is shared in the classrooms.

## 2.5 Outomes in religious education in the secondary sector

### 2.5.1 Teacher Assessment: Religious Education KS3

	D	N	W	1	2	3	4	5	6	7	8	E	L5+	Sgôr
Ysgol Dyffryn Ogwen (43)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	4.7 (2)	16.3 (7)	55.8 (24)	18.6 (8)	4.7 (2)	0.0 (0)	0.0 (0)	79.1 (34)	5.02
Ysgol Botwnnog (98)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	2.0 (2)	16.3 (16)	29.6 (29)	43.9 (43)	8.2 (8)	0.0 (0)	0.0 (0)	81.6 (80)	5.40
Ysgol Brynrefail (107)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	1.9 (2)	16.8 (18)	42.1 (45)	23.4 (25)	15.9 (17)	0.0 (0)	0.0 (0)	81.3 (87)	5.35
Ysgol Dyffryn Nantlle (95)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	4.2 (4)	16.8 (16)	45.3 (43)	24.2 (23)	9.5 (9)	0.0 (0)	0.0 (0)	78.9 (75)	5.18
Ysgol Eifionydd (73)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	4.1 (3)	19.2 (14)	34.2 (25)	31.5 (23)	5.5 (4)	5.5 (4)	0.0 (0)	76.7 (56)	5.32
Ysgol Y Gader (62)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	22.6 (14)	48.4 (30)	25.8 (16)	3.2 (2)	0.0 (0)	0.0 (0)	77.4 (48)	5.10
Ysgol Y Moelwyn (70)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	15.7 (11)	28.6 (20)	45.7 (32)	10.0 (7)	0.0 (0)	0.0 (0)	84.3 (59)	5.50
Ysgol Uwchradd Tywyn (68)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	2.9 (2)	2.9 (2)	32.4 (22)	42.6 (29)	19.1 (13)	0.0 (0)	0.0 (0)	0.0 (0)	61.8 (42)	4.72
Ysgol Y Berwyn (61)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	8.2 (5)	13.1 (8)	32.8 (20)	26.2 (16)	19.7 (12)	0.0 (0)	0.0 (0)	78.7 (48)	5.36
Ysgol Ardudwy (0)	NaN (0)	NaN (0)	NaN (0)	NaN (0)	NaN (0)	NaN (0)	NaN (0)	NaN (0)	NaN (0)	NaN (0)	NaN (0)	NaN (0)	NaN (0)	NaN
Ysgol Friars (201)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	16.9 (34)	32.3 (65)	24.9 (50)	22.9 (46)	3.0 (6)	0.0 (0)	0.0 (0)	50.7 (102)	4.63
Ysgol Tryfan (80)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	3.8 (3)	11.3 (9)	21.3 (17)	38.8 (31)	25.0 (20)	0.0 (0)	0.0 (0)	85.0 (68)	5.70
Ysgol Syr Hugh Owen (112)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	1.8 (2)	8.9 (10)	35.7 (40)	37.5 (42)	16.1 (18)	0.0 (0)	0.0 (0)	89.3 (100)	5.57
Ysgol Glan y Môr (99)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	9.1 (9)	19.2 (19)	40.4 (40)	17.2 (17)	14.1 (14)	0.0 (0)	0.0 (0)	71.7 (71)	5.08
Gwynedd (1169)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.2 (2)	5.8 (68)	19.6 (229)	35.2 (412)	28.7 (335)	10.2 (119)	0.3 (4)	0.0 (0)	74.4 (870)	5.18

### KS3 Standards

KS3 results are presented as information only. All departments, except one, in Gwynedd submitted KS3 data for SACRE's attention. The head of department's long term sick leave accounts for Ysgol Ardudwy's failure to submit the relevant assessment levels.

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. However, CYNNAL's training courses have given subject teachers the opportunity to share experiences and to moderate samples of pupils' work together as they respond to the new Locally Agreed Syllabus. The Welsh Assembly Government does not collect religious education data. Four departments in Gwynedd have submitted portfolios for external moderation by DCELLS. All departments will have to submit portfolios during 2011-12.

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

2010	Number of candidates			% Excellence			% L2			% L1			Average subject score			Average score in all subjects			
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	
Ysgol Botwnnog	3	9	12	0.0	11.1	8.3	0.0	55.6	41.7	100.0	100.0	100.0	34	36	36	33	38	37	(-1)
Ysgol Brynrefail	3	4	7	66.7	50.0	57.1	100.0	100.0	100.0	100.0	100.0	100.0	52	46	49	50	45	47	(2)
Ysgol Dyffryn Nantlle	4	6	10	0.0	33.3	20.0	50.0	100.0	80.0	100.0	100.0	100.0	39	47	44	37	45	42	(2)
Ysgol Eifionydd	1	10	11	0.0	70.0	63.6	0.0	100.0	90.9	100.0	100.0	100.0	34	50	49	34	43	42	(7)
Ysgol Y Gader	4	17	21	0.0	64.7	52.4	100.0	100.0	100.0	100.0	100.0	100.0	46	50	49	39	43	42	(7)
Ysgol Y Berwyn	12	17	29	16.7	47.1	34.5	58.3	94.1	79.3	100.0	100.0	100.0	40	49	45	43	47	45	(0)
Ysgol Friars	5	9	14	40.0	66.7	57.1	100.0	100.0	100.0	100.0	100.0	100.0	45	50	48	36	41	39	(9)
Ysgol Syr Hugh Owen	3	8	11	66.7	75.0	72.7	100.0	100.0	100.0	100.0	100.0	100.0	52	55	54	49	51	51	(4)
Ysgol Glan y Môr	2	11	13	0.0	36.4	30.8	0.0	81.8	69.2	100.0	100.0	100.0	31	44	42	30	42	40	(1)
661	37	91	128	21.6	51.6	43.0	64.9	92.3	84.4	100.0	100.0	100.0	42	48	46	40	44	43	(3)

The method of reporting on external examination results has changed – different headings are used on the data tables (see Appendix 3.6). Pupils in secondary schools have the opportunity to follow a wide range of courses, some are traditional GCSE courses, others are vocational BTEC courses. Some of the courses are equivalent to half a GCSE, others are equivalent to two GCSEs. Schools try to be more flexible and allow pupils to sit their examinations in Years 9, 10, 11, 12 or 13. However the data submitted here represents the pupils who were 15 years old or older in January 2010

### Very good results

- 128 candidates from 9 schools in Gwynedd. This is an estimated 9% of the cohort.
- Numbers vary from 7 pupils in one school to 29 in another.
- 84.4% of the candidates gained a Level 2 qualification and 100% gained a Level 1 qualification. 43% of the candidates achieved an A\*/A grade.
- The subject average score of 46 is a little higher than the score of 43 in all the other subjects. +3 represents half a GCSE grade.
- More girls than boys choose Religious Studies in Gwynedd schools (B 31 : G 91).
- The results achieved by the girls are better than those achieved by the boys. The girls' average score of 48 is higher than the average score of 42 attained by the boys. However the average score attained by the boys in Religious Studies (42) is higher than their average score in all the other subjects (40).
- Pupils from Ysgol Friars, Ysgol y Gader and Ysgol Eifionydd perform considerably better in religious studies than in all the other subjects.
- Training courses and school visits this year will explore the following questions:
  - *Why do pupils choose the subject? Why don't pupils choose the subject? Why do more girls than boys choose the subject?*
  - *How have departments supported the boys who have performed well in Religious Studies compared to their other subjects. What's the secret?*

- What can RE departments learn from those departments who have been successful in supporting the boys as they prepare for the external examinations. What other strategies should be considered in order to narrow the gap between girls and boys?
- How viable is the subject in the school?

### GCSE results: Religious Education (short course)

2010	Number of candidates			% Excellence			% L2			% L1			Average subject score			Average score in all subjects		
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
Ysgol Botwnnog	3	9	12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17	17	17	33	38	37 (-19)
Ysgol Dyffryn Nantlle	4	6	10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19	25	22	37	45	42 (-20)
Ysgol Eifionydd	6	19	25	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	21	25	24	41	45	44 (-20)
Ysgol Y Moelwyn	75	89	164	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22	24	23	36	37	37 (-13)
Ysgol Y Berwyn	15	23	38	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19	23	21	42	45	44 (-22)
Ysgol Friars	91	90	181	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19	21	20	42	40	41 (-21)
Ysgol Tryfan	8	30	38	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22	23	23	39	40	40 (-17)
Ysgol Glan y Môr	3	10	13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11	22	20	30	43	41 (-21)
661	205	276	481	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20	23	22	39	40	40 (-18)

The method of reporting on external examination results has changed – different headings are used on the data tables. Pupils in secondary schools have the opportunity to follow a wide range of courses, some are traditional GCSE courses, others are vocational BTEC courses. Some of the courses are equivalent to half a GCSE, others are equivalent to two GCSEs. Schools try to be more flexible and allow pupils to sit their examinations in Years 9, 10, 11, 12 or 13. However the data submitted here represents the pupils who were 15 years old or older in January 2010.

#### Good results

- 481 candidates from 8 schools in Gwynedd. This is an estimated 36% of the cohort.
- Numbers vary from 10 pupils in one school to 181 in another.
- The average subject score is 22. This suggests that these candidates have achieved Grade 3 (Level 2) or higher in the short course.
- More girls than boys have chosen the subject in Gwynedd schools (B 205 : G 276).
- The results achieved by the girls are higher than those achieved by the boys. The average subject score achieved by the girls (23) is higher than the average subject score achieved by the boys (20). However this score does not suggest that candidates are underachieving in Religious Studies.
- Training courses and school visits will explore the following questions:
  - Why do pupils choose the subject? Why don't pupils choose the subject? Why do more girls than boys choose the subject?
  - How do departments administer and teach the subject?

No pupils from the following secondary schools were entered for an external examination in Religious Education this year.

- Ysgol Dyffryn Ogwen
- Ysgol Uwchradd Tywyn
- Ysgol Ardudwy

### 2.5.3 KS5 External examination results

#### Religious Studies AS

AS	%A			%A-C			%A-E			Candidates		
Year	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008
Candidates	15	5	8	32	28	25	50	47	47	30	47	30

#### Religious Studies A Level

A Level	%A			%A-C			%A-E			Candidates		
Year	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008
Candidates	9	7	25	65	71	63	100	100	75	23	14	8
Wales	21	25	21	79	79	74	97	99	97	1345	1224	1133

## 2.6 Response of the Local 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 are priorities for many of the county's teachers. Many secondary school departments have identified and developed opportunities to develop pupils' literacy and communication skills within religious education. 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.

### **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.

The Humanities Adviser and the advisory teacher present a termly report to SACRE. These presentations focus on recent developments within religious education, pedagogy and resources, and provide an overview of the work done by schools within the local authority. Discussion during 2010-11 focussed on:

- supporting schools as they responded to the Locally Agreed Syllabus and the new self evaluation process;
- referring schools to new teaching resources, e.g. a cross curricular pack, 'Feet in Chains: Wales and Slavery';
- an exemplar KS2 religious education pack prepared by the humanities adviser as part of the Dyfi Biosphere education project.
- The ways in which primary learners respond to the theme, 'Religion in the Local Area'. Consideration was given to samples of pupils' work examples of learning activities developed by a primary school teacher who had chosen religious education as a focus area for a training assignment. The work showed how the learners had developed their religious education skills as well as their communication and data handling skills;;
- ways in which Gwynedd schools had responded to the Celebrating RE Festival;
- safwe Moodle CYNNAL fel cyfrwng i rannu adnoddau a chanllawiau i athrawon wrth iddynt baratoi gweithgareddau addysg grefyddol.

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. It was resolved in the SACRE meeting held on 13 October 2010 tha the Humanities Advisor is allowed to vote on behalf of Gwynedd SACRE if the representatives are unable to attend.

## **2.6.2 In service training for Religious Education**

### **Report on In-service training 2010-11**

As part of the Service Level Agreement with the schools, the LA 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 courses April 2010– March 2011

Course title	Number of teachers from Gwynedd
<b>Cluster – Arfon (Autumn)</b> Humanities – Assessment for Learning	19
<b>Cluster – Meirion/Dwyfor (Autumn)</b> Humanities – Assessment for Learning	16
<b>Cluster –Arfon (Spring)</b> Religious Education – reviewing the skills	14
<b>Cluster – Meirion/Dwyfor (Spring)</b> Religious Education – reviewing the skills	13
<b>HADA</b> (a 5 day Humanities course which included a training day on 'Responding to the Locally Agreed Syllabus)	5

#### Secondary courses April 2010– March 2011

Course title	Number of teachers from Gwynedd
<b>Consortium – Arfon (Autumn) :</b> Aiming for Excellence	12
<b>Consortium – Meirion Dwyfor (Autumn) :</b> Aiming for Excellence	5
<b>Consortium – Arfon, Meirion Dwyfor, Môn (Spring)</b> Preparing candidates for external examinations (GCSE Specification B)	17
<b>Consortium - Arfon, Meirion Dwyfor, Môn (Spring)</b> Humanities in the News A course for KS3 teachers who teach religious education, geography and/or history. The training focussed on developing learners' reading and speaking and listening skills.	1

#### 2.6.3 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 2010-11.

#### **2.6.4 In service training 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:

- Developing learners' RE skills through effective use of the local place of worship
- Philosophy for Children (Level 1) – a two day course
- 'Change' – a theme for RE, Geography and History
- Self evaluating standards in RE, Geography and History
- Reviewing the portfolio (RE, Geography and History)

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:

- Developing aspects of literacy in RE activities
- Making judgements on the achievement of KS3 pupils;
- Statutory RE for 14+ learners;
- Responding to controversial issues in the classroom

#### **2.7 Religious Education and DCELLS**

DCELLS has invited secondary schools to submit Religious Education portfolios this year in order to moderate KS3 teacher assessments. Four secondary schools from Gwynedd have submitted samples of pupils' work and have received feedback from the moderators.

DCELLS have also developed and distributed guidance for teachers on the planning and teaching of a coherent RE programme for their pupils. This year schools received copies of:

- Religious Education: Guidance for KS2 and KS3  
Samples from the pupils and teachers of two Gwynedd schools have been included in the guidance in order to exemplify some of the attainment levels.

Secondary schools from Wales were invited to participate in the REsilience (AtGyfnertu) project. This project develops the skills of secondary RE teachers so that they are able to respond to controversial issues in Religious Education. The project provides materials and the support of a mentor for schools which have registered with the REsilience project.

- The KS3 RE teacher from Ysgol Syr Hugh Owen is participating in the project this year.

Advisors, teachers and organisations in Wales are invited to submit articles to 'RE News', the periodical published by the Welsh National Centre for Religious Education. The periodical also gives local authorities and SACREs to report on their activities. During the last year articles written by Gwynedd teachers and the humanities adviser have been published.

- Using de Bono's Hats in Religious Education by Bethan Davies Jones (Ysgol y Gader) and Bethan James (Humanities Adviser, CYNNAL) (Autumn 2010)
- 'Non-literary writing in religious education' by Bethan Andrews (Ysgol Dyffryn Ogwen) and Bethan James (Humanities Adviser CYNNAL) (Summer 2011)

## **2.8 SACRE's Function**

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.

### **Determinations**

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

## 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**

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

### 3.2 SACRE membership 2010-11

#### Christians and Other Religions

The Methodist Church	-	Mr Wyn Myles 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)	-	Mrs Alwen Watkins

#### Local Members

##### Councillors

Selwyn Griffiths	}	Plaid Cymru
Pat. Larsen	}	
Huw Edwards ( <b>Chair</b> )	}	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 2010-11

Dates of meetings may be obtained by contacting the Clerk to SACRE. During 2010-11, Gwynedd SACRE met on three occasions

13 October 2010  
9 February 2011  
29 June 2011

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

- a) **Meeting held on 13 October 2010**
  - Gwynedd's Annual SACRE report (draft) 2009/10
  - KS3 standards and GCSE and A level results 2010
  - School inspections
  - Schools' self evaluations
  - Wales Association of SACREs - submit papers for the meeting held at Wrexham on 24 June 2010
  - Correspondence
  
- b) **Meeting held on 9 February 2011**
  - Monitoring Religious Education and Collective worship
  - Presentation: Religious Education in the classroom
  - Celebrating RE Festival 2011
  - Gwynedd's Annual SACRE report (final) 2009-10
  - Wales Association of SACREs – submit papers for the meeting held at Caerphilly on 26 November 2010
  - Correspondence
  
- c) **Meeting held on 29 June 2011**
  - School self evaluation
  - Celebrating RE
  - Programme of work of the advisory service
  - Wales Association of SACREs – submit papers for the meeting held in the Vale of Glamorgan on 2 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)

The following observers attended WASACRE meetings during the year:

- Miss Bethan James – Humanities Adviser
- Mrs Leusa Jones – Advisory Teacher

**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, 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

The National Library of Wales

The Welsh Assembly

APADGOS (DCELLS)

Welsh National Centre for Religious Education, Bangor University

Wales Association of SACREs

Gwynedd County Council’s website

### 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 13 October 2010 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:** ([kenrobinson@gwynedd.gov.uk](mailto:kenrobinson@gwynedd.gov.uk)) 01286 679888  
**Name (SACRE Clerk):** Ken Robinson.  
**Address:** Arfon Area Education Office, Cyngor Gwynedd, 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:

Religious Education							
<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							
<b>Standards in Religious Education – progress in learning</b>							
<b>Areas for Development</b>							
Excellent		Good		Adequate		Unsatisfactory	

Key Question 2: How good is provision in Religious Education?							
<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							
<b>The teaching: planning and range of strategies</b>							
<b>Areas for Development</b>							
Excellent		Good		Adequate		Unsatisfactory	

Collective Worship							
<b>Key Question 2: How good is provision in Collective Worship?</b>							
<b>Does Collective Worship meet the statutory requirements?</b>						Yes	No
<b>References:</b> ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' (September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)							
<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>							
Excellent		Good		Adequate		Unsatisfactory	

Signed: (Headteacher)  
Date:

### 3.6 Guidance for interpreting external examination data

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

<p>Number of candidates</p> <p>B G <math>\Sigma</math></p>	<p>This column show the number of boys (B) a girls (G) who have followed a full GCSE course in Religious Studies and who have sat the examination this year. The <math>\Sigma</math> symbol shows the total number of candidates.</p>
<p>% Excellence</p> <p>B G <math>\Sigma</math></p>	<p>This column shows the percentage (%) of boys (B) and girls (G) who have gained an A* neu A in Religious Studies this year. The <math>\Sigma</math> symbol shows the total number of candidates.</p>
<p>% L2</p> <p>B G <math>\Sigma</math></p>	<p>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 <math>\Sigma</math> shows the total number of candidates.</p>
<p>% L1</p> <p>B G <math>\Sigma</math></p>	<p>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 <math>\Sigma</math> shows the total number of candidates.</p>
<p>Average subject score</p> <p>B G <math>\Sigma</math></p>	<p>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 submeects 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 puils 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 <math>\Sigma</math> symbol represents the total number of candidates.</p>
<p>Average score in all subjects</p> <p>B G <math>\Sigma</math></p>	<p>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 subjects show how this group of pupils (i.e. those who have studied Religious Studies in the school) have perfromred in all their subjects. However this column does not convey the whole picture – possibly some subjects are worth 2 GCSEs whereas Religious Studies is worth 1 GCSE The <math>\Sigma</math> symbol represents the total number of candidates.</p>

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

<p>Number of candidates</p> <p>B G <math>\Sigma</math></p>	<p>This column show the number of boys (B) a girls (G) who have followed a short GCSE course in Religious Studies and who have sat the examination this year. The <math>\Sigma</math> symbol shows the total number of candidates.</p>
<p>% Excellence</p> <p>B G <math>\Sigma</math></p>	<p>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.</p>
<p>% L2</p> <p>B G <math>\Sigma</math></p>	
<p>% L1</p> <p>B G <math>\Sigma</math></p>	
<p>Average subject score</p> <p>B G <math>\Sigma</math></p>	<p>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 puils 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 <math>\Sigma</math> symbol represents the total number of candidates.</p>
<p>Average score in all subjects</p> <p>B G <math>\Sigma</math></p>	<p>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 column showing the average score of all the subjects shows how the pupils who have sat the Religious Studies examination n the school have performed in all their subjects. However this column does not give the whole picture – possibly some subjects are equivalent to 2 GCSEs wheras the Religious Education short course is the equivalent of half a</p>

	GCSE. Short courses are rare and their value is overwhelmed by those courses which are worth more than one full GCSE.
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