

Standing Advisory Council for Religious Education

**GWYNEDD
ANNUAL REPORT**

September 2011 - August 2012

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

Councillor Huw Edwards
Chairman of Gwynedd SACRE, 2011-12

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 primary, secondary and special schools follow the Locally Agreed Syllabus (2008). The document is promoted during training sessions, courses 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 a school's self evaluation report in response to ESTYN's Inspection Framework;
- receiving regular reports from representatives of the CYNNAL advisory service;

2.3.1 ESTYN inspection reports (New Inspection Framework)

Since September 2010 inspections have focussed 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?**

The inspection reports do not refer to specific subjects.

No report was submitted to the attention of Gwynedd SACRE during 2011-12...

2.3.2 Self evaluation process

CYNNAL has developed guidance and an online template for primary and secondary schools which support teachers and head teachers in their self evaluation. The supplementary materials include success criteria, lesson observation book review guidelines, data analysis, making judgements on standards and cross curricular skills as well as exemplar questions which could be used when interviewing pupils. Teachers are advised to refer to the three key questions which form the basis of the ESTYN inspection framework.

1. How good are outcomes?
2. How good is provision?
3. How good is leaderships and management?

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. Officers were asked to consider a practical means by which Gwynedd SACRE could monitor standards of religious education. At their meeting on 9 February 2011 members agreed that they would continue to receive a copy of the school's self evaluation and asked head teachers to use the revised template. Gwynedd SACRE and head teachers have approved the new template which was drafted in response to the New Inspection Framework (Appendix 3.5). The SACRE clerk, who is an Education officer for Gwynedd council is responsible for distributing and collating the self evaluations.

9 self evaluation reports were received from primary school head teachers during the year.

The report is a record of the school's response 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. Following the self evaluation process, schools awarded the following grades:

	How good are outcomes in Religious Education?				How good is provision in Religious Education?				How good is the provision for collective worship?			
	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory
Primary		9				9			1	8		
Total		9				9			1	8		

How good are outcomes in Religious Education?

Schools were happy to share good features:

- the progress made by pupils in their religious education skills during their time at the school; (Y Gelli)
- the school's religious education portfolio which exemplifies the progression of levels 2-5, The portfolio also shows how religious education can contribute to the development of essential skills; (Maenofferen/Treferthyr)
- a pupil questionnaire which shows that learners enjoy religious education lessons, especially the opportunity to learn about different religions. (Maenofferen)
- pupils' ability to compare and contrast religious practices within the Jewish and Christian traditions; (Pennal)
- pupils' ability to speak clearly and confidently about the features of the chapel and their ability to use subject terms as they explained the significance of these features; (Llanllechid)
- pupils' good understanding of the importance of worship, places of worship and special artefacts to believers; (Treferthyr)
- good standards shown by the older pupils of the school as they express opinions; (Treferthyr)
- that all pupils in school make good progress in religious education; (Llanllechid);
- progression and confidence shown by pupils as they write extensively about more 'profound' subjects; (Bro Hedd Wyn)

Schools also identified matters which require further attention during the next two years. Schools noted that teachers intended:

- to develop real experiences to enrich the learning; (Pennal)
- to develop opportunities for the pupils to contribute to the planning of religious education enquiries.

How good is the provision for Religious Education?

Schools were happy to share good practices:

- the professional development of the religious education co-ordinator as he/she developed expertise by taking advantage of advisory support and by teaching the subject to all KS2 pupils; (Maenofferen/Tanygrisiau);
- a wide range of assessment for learning strategies and thinking skills in religious education in order to ensure that the learners lead the learning; (Pennal)
- the prominence of the Cwricwlwm Cymreig in religious education activities; (Llanllechid)
- the good use made of religious texts, people, communities and artefacts as sources for religious education; (Treferthyr);
- the visits to various places of worship in order to give pupils a visual and practical understanding of the significance of religion within the local area and in the world; (Y Gelli).

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

- to invest in teachers' books and artefacts in order to support KS2 learners; (Maenofferen);

- to develop opportunities to develop numeracy in religious education; (Llanllechid);
- to use the document, 'Religious Education: Guidance for KS2 and KS3' (March 2011); (Trefferthyr);
- to develop differentiated opportunities and activities for the more able and talented pupils; (Trefferthyr);

How good is the provision of collective worship?

All schools conform to the statutory requirements.

Schools were happy to share good practice:

- the spiritual and worshipful atmosphere of the collective worship sessions; (Y Gelli/Llanllechid)
- the judgement made in the ESTYN inspection report (May 2011) which noted that the '*collective worship was an excellent feature*'; (Maenofferen)
- the opportunities given to pupils to respond to personal and local issues, e.g. remembering loved ones; (Pennal)
- a collective worship timetable which develops spiritual, moral and community understanding; (Trefferthyr);
- quality collective worship resources; (Bro Hedd Wyn);
- contribution made by local religious leaders;
- the time to reflect which is a feature of the collective worship;

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

- to ensure that there are greater opportunities to hold separate FS and KS2 collective worship sessions to encourage discussion, e.g. on moral and contemporary issues; (Pennal)
- to develop an area for 'reflection' in the school; (Trefferthyr)
- to develop more opportunities for individual reflection; (Bro Hedd Wyn)

2.3.3 Outcomes in religious education in the secondary sector

KS3 Teacher Assessments: Religious Education

	D	N	W	1	2	3	4	5	6	7	8	E	L5+	L6+	L7+	Sgor
Dyffryn Ogwen (61)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	19.7 (12)	57.4 (35)	18.0 (11)	4.9 (3)	0.0 (0)	0.0 (0)	80.3 (49)	23.0 (14)	4.9 (3)	5.08
Botwnnog (91)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	1.1 (1)	0.0 (0)	7.7 (7)	25.3 (23)	51.6 (47)	14.3 (13)	0.0 (0)	0.0 (0)	91.2 (83)	65.9 (60)	14.3 (13)	5.69
Brynrefail (148)	0.7 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	2.0 (3)	7.4 (11)	43.9 (65)	33.8 (50)	12.2 (18)	0.0 (0)	0.0 (0)	89.9 (133)	45.9 (68)	12.2 (18)	5.43
Dyffryn Nantlle (88)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	18.2 (16)	47.7 (42)	23.9 (21)	10.2 (9)	0.0 (0)	0.0 (0)	81.8 (72)	34.1 (30)	10.2 (9)	5.26
Eifionydd (100)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	1.0 (1)	10.0 (10)	47.0 (47)	35.0 (35)	7.0 (7)	0.0 (0)	0.0 (0)	89.0 (89)	42.0 (42)	7.0 (7)	5.37
Y Gader (72)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	23.6 (17)	43.1 (31)	27.8 (20)	5.6 (4)	0.0 (0)	0.0 (0)	76.4 (55)	33.3 (24)	5.6 (4)	5.15
Y Moelwyn (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 (0)	NaN (0)	NaN
Uwchradd Tywyn (58)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	1.7 (1)	27.6 (16)	62.1 (36)	8.6 (5)	0.0 (0)	0.0 (0)	0.0 (0)	70.7 (41)	8.6 (5)	0.0 (0)	4.78
Y Berwyn (66)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.6 (5)	15.2 (10)	37.9 (25)	22.7 (15)	16.7 (11)	0.0 (0)	0.0 (0)	77.3 (51)	39.4 (26)	16.7 (11)	5.26
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 (0)	NaN (0)	NaN
Friars (219)	0.0 (0)	0.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)	4.1 (9)	26.5 (58)	40.6 (89)	20.1 (44)	8.2 (18)	0.0 (0)	0.0 (0)	68.9 (151)	28.3 (62)	8.2 (18)	5
Tryfan (98)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	2.0 (2)	8.2 (8)	25.5 (25)	39.8 (39)	24.5 (24)	0.0 (0)	0.0 (0)	89.8 (88)	64.3 (63)	24.5 (24)	5.77
Syr Hugh Owen (143)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	7.0 (10)	4.2 (6)	37.1 (53)	25.9 (37)	25.9 (37)	0.0 (0)	0.0 (0)	88.8 (127)	51.7 (74)	25.9 (37)	5.59
Glan y Môr (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 (0)	NaN (0)	NaN
Coed Menai (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	100.0 (1)	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)	3
Pendalar (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 (0)	NaN (0)	NaN
Hafod Lon (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 (0)	NaN (0)	NaN
Gwynedd (1145)	0.1 (1)	0.1 (1)	0.0 (0)	0.0 (0)	0.1 (1)	2.8 (32)	14.9 (171)	41.1 (471)	28.3 (324)	12.6 (144)	0.0 (0)	0.0 (0)	82.0 (939)	40.9 (468)	12.6 (144)	5.32

KS3 standards

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 respond to the same assessment tasks and teachers do not meet regularly to moderate their pupils work with other departments. One training course was organised this year in order to support departments as they considered, *How good is the achievement and progress of KS3 pupils?* All departments were expected to have submitted KS3 portfolios for external moderation by spring 2012.

- 12 secondary schools submitted RE KS3 teacher assessment data. One special school submitted data.
- The range of pupils who were awarded Level 5+ varied from 68.9% i 91.2%;
- 7 schools awarded Level 3 or below.
- Level 7 was awarded to pupils in 11 school.
- No school awarded Level 8.

GCSE Results: Religious Studies (full course)

The method of reporting on external examination results has changed again this year. The range of subjects, examination boards and modular examinations makes it difficult to determine a mean score for all subjects. It is inappropriate therefore to compare school performances. However this

information is available in each school and RE heads of department are expected to refer to pupils' performance in other subjects as they self evaluate standards in religious education.

The results of pupils who were 15 years old or older in January 2010.

Secondary schools Gwynedd	Number of candidates			% Excellence			% L2			% L1			Average subject score		
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2011	128	266	394	24.2	41.7	36.0	62.5	75.9	71.6	99.2	96.2	97.2	40	43	42
2010	42	97	139	14.3	36.1	29.5	61.9	90.7	82.0	92.9	99.0	97.1	36	42	40

Good results.

- 394 candidates from 12 schools in Gwynedd.
- The number of candidates from each department range from 9 to 175.
- 36% of the candidates achieves A*/A grades (excellence). This is a significant increase since 2010.
- 71.6% of the candidates achieved Level 2 qualification. This is lower than the percentage for 2010. 97.2% achieved a Level 1 qualification.
- The average subject score is 40.
- More girls than boys choose to study Religious Studies GCSE in Gwynedd schools, (B 42 : G 97).
- The results achieved by the girls are better than those achieved by the boys. The girls' average score of 43 is higher than the average score of 40 attained by the boys. The gap between the attainment of girls and boys is narrower than in 2010.
- Training courses and school visits focussed on 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?*
 - *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?*
 - *Is the subject sustainable as a GCSE option in the school?*

GCSE results: Religious Studies (short course)

The data submitted represents the results of pupils who were 15 or older in January 2011. These pupils have chosen to follow a GCSE short course and have decided to 'cash in' their points instead of continuing with their studies in order to attain a full GCSE qualification.

Secondary Schools	Number of candidates			% Excellence			% L2			% L1			Average subject score		
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2011	21	134	255	0.0	0.0	0.0	46.3	67.2	57.3	100.0	100.0	100.0	18	21	19
2010	223	323	546	0.9	3.7	2.6	62.8	82.4	74.4	100.0	100.0	100.0	22	25	23

Adequate results.

255 candidates from 6 schools in Gwynedd.

- The number of candidates from each department range from 2 to 68 pupils.
- The average subject score is 19.
- More girls than boys choose to study Religious Studies GCSE (short course) in Gwynedd schools, (B 21 : G 134).
- The results achieved by the girls are better than those achieved by the boys. The girls' average score of 21 is higher than the average score of 18 achieved by the boys. .
- Training courses and school visits focussed on the following questions:
 - *How do departments administer and teach pupils who opt for the Religious Studies short course?*

2.6 Response of the Local Authority

The quality and development of educational provision in Gwynedd's schools during the school year was reported upon in the Annual Report on the Education Service. With reference to Gwynedd's Children's, Young People's and Families' Strategic Plan 2011-2014, Core Aim 2 is relevant to the work of Gwynedd SACRE.

Core Aim 2: access to good education and learning opportunities.

Anglesey Council and Gwynedd Council 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 2011-12) is also offered to an advisory teacher.

The support of the advisory service

Primary and secondary schools within the county receive the support of CYNNAL (the advisory service). The Humanities Advisor and the part time Religious Education advisory teachers (part time) visit schools as part of the 'entitlement programme'. Three advisory teachers supported schools during 2011-12:

- Mrs Leusa Jones (1 day a week): secondary support
- Miss Debbie Humphreys: (1 day a week): primary support
- Mrs Nia Wyn Jones (0.5 day a week): primary support

The RE advisory team 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. CYNNAL supports schools that are preparing for inspection by helping teachers and departments to self evaluate standards in religious education. The contribution of advisory teachers 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/or the advisory teachers present termly reports 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. Discussions in 2011-12 focussed on:

- supporting schools as they responded to the Locally Agreed Syllabus and the new self evaluation process;
- delivering training courses, e.g. *responding to the work of primary school pupils in religious education, 'choices and decisions' as a ESDGC context in religious education lessons, developing writing in religious education.*
- referring schools to new teaching resources, e.g. *Religious Education: Guidelines for KS2 and KS3 and Exemplifying Learners' Profiles at KS2 and KS3 (Welsh Assembly Government, March 2011)*

- collective worship. CYNNAL has reviewed the guidelines and has developed exemplar resources for primary schools.
- Action research undertaken by one secondary RE teacher who was a member of the North West Wales Professional Learning Community on 'Developing Thinking and Assessment for Learning'.
- the induction of one newly qualified religious education teacher.
- Congratulate two pupils from Ysgol Botwnnog on their success in the 'Spirited Arts' poetry competition;
- three editions of 'RE Ideas' prepared by CYNNAL's RE advisory team. These will be distributed to schools across Wales.
 - I wonder why it looks like this?
 - I wonder why they think this?
 - I wonder is faith is active in your local area?
- the CYNNAL Moodle website. This enables CYNNAL to share resources and guidance for teachers as they prepare religious education activities.

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

In service training for Religious Education

Report on In-service training 2011-12

As part of the Service Level Agreement with the schools, the LA provides in service training courses 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 training programme aims to meet the needs of schools' and teachers' 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 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 2011– March 2012

Course title	Number of teachers from Gwynedd
Cluster – (Autumn) Assessment: responding to pupils' work (1 RE session)	
Cluster – (Spring) Choices and Decisions: ESDGC and the Humanities (1 RE session)	
HADA (a 5 day Humanities course which included a training day on 'Responding to the Locally Agreed Syllabus)	

Secondary courses April 2011– March 2012

Course title	Number of teachers from Gwynedd
Consortium –(Autumn) : Religious Education: How good is the achievement and progress of KS3 pupils?	
Consortium – (Spring) Developing writing in Religious Education	

2.6.3 Training and special visits organised by Gwynedd and Anglesey SACREs

No training conference was held for teachers and SACRE members of Gwynedd and Anglesey during 2011-12

In service training courses 2012-13

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

- What's the meaning of Christmas? (KS1 and KS2)
- **HADA** (a 5 day Humanities course which included a training day on 'Responding to the Locally Agreed Syllabus)

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:

- Closing the gap: effective teaching and learning
- GCSE Religious Studies (WJEC)
- Data and mysteries in the Humanities: developing KS3 reading skills.

Religious Education and DCELLS

2011-2012 was the final opportunities for secondary schools to submit religious education portfolios for external moderation. Support materials were distributed to schools in March 2011:

- Religious Education: Guidance for KS2 and KS3
- Exemplifying Learners' Profiles at KS2 and KS3

2.8 SACRE's Function

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.
- Gwynedd SACRE monitors standards of the collective sessions by reviewing the self evaluations submitted by the head teachers.
- The RE advisory team has prepared guidance for the primary schools of Gwynedd and Gwynedd. This includes: thematic timetables for every school term, a list of books, websites that provide collective worship services and exemplar collective worship services by some of the primary schools of the areas. Christian Aid's monthly collective worship service is distributed to every primary, secondary and special school in Gwynedd.
- The Wales Association of SACREs has prepared guidance on collective worship for schools and SACREs, 'Guidance on Collective Worship' (June 2012) (www.wasacre.org.uk)

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 2011-12

Christians and Other Religions

The Methodist Church

Union of Welsh Baptists

Presbyterian Church of Wales

Church in Wales

Union of Welsh Independents

The Catholic Church

Mr Wyn Myles Meredith

Mrs Ruth Davies

Mr Gwyn Hefin Jones

Parch. Robert Townsend

Mr Cynrig Hughes

Mrs Eirian Bradley Roberts

Teachers' Unions' representatives

Association of School and College Leaders (ASCL)

Welsh National Union of Teachers (UCAC)

National Association of Schoolmasters and Union
of Women Teachers (NASUWT)

National Union of Teachers (NUT)

National Association of Head teachers (NAHT)

Mrs Alwen Watkin

Mr Noel Dyer

Mrs Miriam Williams-Amlyn

awaiting nomination

Ms Elisabeth Williams

Local Members

Councillor Huw Edwards (Chairman)

Councillor Pat Larsen

Councillor Selwyn Griffiths

Councillor Dafydd W Roberts

Councillor Guto Rhys Thomas

Councillor Stephen Churchman

Councillor Aeron Jones

Ex-officio members

Council Chairman: John Gwilym Jones

Vice chairman of the Council: R Leonard Jones

Co-opted members (non-voting)

Mr Rheinallt Thomas

Mr Gwyn Rhydderch

Y Parch. Aled Davies

Officers

Mr Ken Robinson

Miss Bethan James

Education Officer for Gwynedd Council

Humanities Adviser CYNNAL

Mrs Glynda O'Brien

Committee Officer

3.3 SACRE meetings 2011-12

Dates of meetings may be obtained by contacting the Clerk to SACRE. During 2011-12, Gwynedd SACRE met on three occasions

12 October 2011
18 February 2012
27 June 2012

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

- a) **Meeting held on 12 October 2011**
 - Gwynedd's Annual SACRE report (draft) 2010-11
 - A review of SACRE reports
 - School self evaluation reports: **Y Gelli, Maenofferen, Pennal**
 - Wales Association of SACREs - submit papers for the meeting held in Llangefni on 24 June 2011
 - Correspondence

- b) **Meeting held on 18 February 2012**
 - School self evaluation reports: **Llanllechid, Trefferthyr, Llanllyfni, Llanbedr, Bro Hedd Wyn**
 - Wales Association of SACREs - submit papers for the meeting held in Cardiff on 24 November 2011
 - Gwynedd's Annual SACRE report (final) 2010-11
 - Correspondence

- c) **Meeting held on 18 July 2012**
 - School self evaluation: **Tanygrisiau**
 - 'Spirited Arts' competition
 - Collective worship
 - Wales Association of SACREs - submit papers for the meeting held in Aberaeron on 30 March 2012
 - Correspondence

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 Wyn Wyles 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:

Miss Ken Robinson, Gwynedd Education Officer

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

Mrs Leusa Jones, Miss Debbie Humphreys, Mrs Nia Wyn Jones part time advisory teachers for Religious Education.

Mrs Glynda O'Brien, Committee Officer who minutes and administers SACRE on behalf of Gwynedd County Council.

Enquiries should be directed to the SACRE Clerk, Arfon Education department, Gwynedd Council, Caernarfon, Gwynedd, LL55 1SH.

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

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

- Gwynedd schools
- Members of Gwynedd SACRE
- Department for Education and Skills, Welsh Government
- Director
- Council Leader
- Wales Association of SACREs
- Welsh National Centre for Religious Education, Bangor University

A printed copy was distributed to:

- Members of Gwynedd SACRE

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

Rationale

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

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

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

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

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

Name (SACRE Clerk): Ken Robinson

Address: Arfon Education department, Gwynedd Council, Caernarfon, Gwynedd. LL55 1SH.

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

Name of School:

Religious Education							
Key Question 1: How good are outcomes in Religious Education?							
<ul style="list-style-type: none"> Self-evaluation is based on lesson observations, evaluation of pupils' work and interviews with pupils. 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. 							
References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education							
Standards in Religious Education – progress in learning							
Areas for Development							
Excellent		Good		Adequate		Unsatisfactory	

Key Question 2: How good is provision in Religious Education?							
<ul style="list-style-type: none"> 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. 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. 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. In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education). 							
References: ESTYN Inspection Framework 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education							
The teaching: planning and range of strategies							
Areas for Development							
Excellent		Good		Adequate		Unsatisfactory	

Collective Worship							
Key Question 2: How good is provision in Collective Worship?							
Does Collective Worship meet the statutory requirements?						Yes	No
References: 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)							
Good features in relation to the quality of Collective Worship							
Areas for Development in relation to the quality of Collective Worship							
Excellent		Good		Adequate		Unsatisfactory	

Signed: (Head teacher)
Date:

3.6 Guidance for interpreting external examination data

What does the GCSE (full course) table show?

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

What does the GCSE (short course) table show?

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