



Complete Agenda

Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date and Time

10.30 am, FRIDAY, 20TH NOVEMBER, 2015

Location

Siambr Hywel Dda, Council Offices, Caernarfon, Gwynedd. LL55 1SH

Contact Point

Glynda O'Brien

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(DISTRIBUTED: 13.11.15)

SACRE

MEMBERSHIP (7)

Plaid Cymru (4)

Councillors

Annwen Daniels

Gweno Glyn
Vacant Seat

E. Selwyn Griffiths

Independent (2)

Councillors

Thomas G. Ellis

Jean Forsyth

Llais Gwynedd (1)

Vacant Seat

Aelodau Ex-officio / Ex-officio Members

Chairman and Vice-Chairman of the Council

Christians and Other Religions

Awaiting Nomination

Dr W Gwyn Lewis

Canon Parchedig Robert Townsend

Mrs Elizabeth Roberts

Cynrig Hughes

Eirian Bradley Roberts

Methodist Church

Presbyterian Church of Wales

Church in Wales

Undeb Bedyddwyr Cymru

The Independents

Catholic Church

Teachers

Alwen Watkin

Miriam A. Amlyn

Euron Hughes

Awaiting Nomination

ASCL

NAS/UWT

NUT

ATL

Aelodau Cyfetholedig / Co-Opted Members:

Rheinallt Thomas

Gwyn Rhydderch

Parchedig Aled Davies

AGENDA

1. **PRAYER**

2. **APOLOGIES**

To receive apologies for absence.

3. **DECLARATION OF PERSONAL INTEREST**

To receive any declaration of personal interest.

4. **URGENT ITEMS**

To note any items that are a matter of urgency in the view of the Chairman for consideration.

5. **MINUTES**

1 - 7

The Chairman shall propose that the minutes of the meeting of SACRE held on 10 June 2015 be signed as a true copy.

6. **GWYNEDD SACRE'S DRAFT ANNUAL REPORT 2014-2015**

8 - 31

To consider a draft annual report prior to publishing the final copy.

7. **SCHOOLS' SELF-EVALUATION**

32 - 53

(a) To receive, for information, the monitoring form in respect of schools' self-evaluation for the Summer to October 2015 period.

(b) To present a summary of the following schools' Self-evaluation:

- (i) Morfa Nefin Infants' School
- (ii) Beddgelert School
- (iii) Hirael School
- (iv) Llanaelhaearn School
- (v) Llanelltyd School
- (vi) Ysgol y Traeth School (Barmouth)
- (vii) Dyffryn Nantlle School
- (viii) Ysgol y Gader School

8. **2015 RELIGIOUS EDUCATION RESULTS**

54 - 60

To receive a report by GwE Challenge Adviser on the above.

9. WELSH GOVERNMENT'S PLANS FOR RELIGIOUS EDUCATION 61 - 62

To consider a letter received from the Minister for Education and Skills regarding the changes to Religious Education within the curriculum.

10. GWYNEDD SACRE ACTION PLAN 2014-2015

To consider the Gwynedd SACRE draft action plan for 2015-16.

11. WALES ASSOCIATION OF SACRE 63 - 75

To receive minutes of the Wales SACRE Association's meeting held on the 25 June 2015 in Mold, Flintshire.

12. DATE OF THE NEXT MEETING

To note that the next meeting will be held at 2.00 p.m. Wednesday, 10 February 2016.

S.A.C.R.E. – STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION 10/06/15

Present:

Gwynedd Council Members: Councillors Tom Ellis, Jean Forsyth, Selwyn Griffiths and Gweno Glyn.

Christians and Other Faiths: Dr W Gwyn Lewis (Presbyterian Church of Wales).

Co-opted Member: Mr Rheinallt Thomas

Teachers: Mr Noel Dyer, (UCAC)

Officers: Mrs Mai Bere (Assistant Education Officer and SACRE Clerk) and Mrs Glynda O'Brien (Members' Support and Scrutiny Officer).

GwE: Miss Bethan James (Challenge Adviser)

Apologies: Cllr. Annwen Daniels, Llywarch Bowen Jones, Mrs Ruth Davies (Union of Welsh Baptists), Mr Cynrig Hughes (Congregationalists), Rev. Robert Townsend (Church in Wales), Mrs Eirian Bradley-Roberts (Catholic Church), Mrs Miriam Amlyn (NAS/UWT Teachers Union)

1. PRAYER

The meeting was commenced with a prayer by Mr Rheinallt Thomas.

2. ELECTION OF CHAIRMAN

Resolved: To re-elect Councillor Selwyn Griffiths as Chair of this Committee for 2015/16.

3. ELECTION OF VICE-CHAIR

Resolved: To elect Councillor Gweno Glyn as Vice-chair of this Committee for 2015/16.

4. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received from any members present.

5. CHAIRMAN'S ANNOUNCEMENTS

- (a) Mai Bere was welcomed to her first Gwynedd CYSAG meeting in the role of SACRE Clerk as a successor to Mr John Blake, who had now retired. The Members' Support Officer was requested to send a word of thanks to Mr Blake for his service and support to SACRE over the last year and to wish him well.

- (b) Reference was made to the decision of Mr Wyn Myles Meredith to retire from his service on SACRE and it was understood that he was making arrangements for another representative to serve in his place on behalf of the Methodist Church.

Mr Meredith had been a loyal member of SACRE since his retirement as a Member of Gwynedd Council in 2008 and was the only one who had represented Gwynedd SACRE on the Wales SACRE Association and had attended the meetings regularly.

The Members' Support Officer was requested to send a letter to Mr Meredith thanking him for his commitment and support to SACRE over the years and to wish him well in the future.

- (c) Reference was made to Mr Noel Dyer's decision to take early retirement from his post at Ysgol Glan y Môr and therefore he would also be retiring as a member of Gwynedd SACRE. The opportunity was taken to thank Mr Dyer for his commendable service and valuable contribution to SACRE work over the years and at the same time he was wished a happy retirement. It was trusted that he might possibly continue to contribute towards the work of SACRE in another role during his retirement.
- (ch) It was also noted that Mrs Miriam Amlyn was on maternity leave and best wishes were extended to her.

Resolved: To request that the Members' Support and Scrutiny Officer sends letters, on behalf of CYSAG, to thank and extend best wishes to those noted above.

6. MINUTES

The Chairman signed the minutes of the previous committee meeting that took place on 11 February 2015, as a true record.

6.1 Item 6 – School Self-evaluations

Stemming from the previous minutes, attention was drawn to the decision to hold a SACRE meeting at a school, however, it had not been possible to make arrangements for the meeting this time. They would seek to have the next meeting in November at a school.

7. REPORT BY GWE CHALLENGE ADVISER

(a) Collective Worship

The Challenge Adviser reported that they had made an effort to try and identify a way to undertake the monitoring of collective worship. The committee was reminded that a questionnaire had been circulated approximately a year ago in order to identify ways of undertaking individual responsibilities for monitoring the standards of Religious Education or collective worship and those responses steered this work. The intention now was to put monitoring arrangements in place. Reference was made to ESTYN's guidance to inspectors on this when inspecting and monitoring collective worship. The guidance referred to the legal requirements namely that collective worship should occur daily at any time during the day, and that parents were entitled to withdraw their children from worship. Whilst accepting that SACRE Members did not like inspecting collective worship, a suggestion was made that they should visit schools to have a taste of collective worship. Further reference was made to the guidance from the Wales SACREs Association stating

why collective worship was beneficial for children and it promoted the pupils' spiritual development and contributed to their personal development and the feeling of schools as a community and to connect schools with the local community. Also, school reports were scrutinised and it was asked if they fulfilled statutory requirements.

A form was presented to Members during the meeting to assist them to record their observations when attending collective worship sessions and they were guided through the contents of the form.

During the discussion the following points were raised:

- (a) That it was necessary to be careful in terms of keeping to what was statutory regarding Religious Education as in some schools now there were other demands on teachers during registration period such as presenting literacy, reading and it was more difficult to hold a class service because of this.
- (b) That some governors were designated as champions to give an overview on Religious Education and/or other subjects and would it be possible to use these governors to the maximum for monitoring in order that work was not duplicated.

In response, it was noted that SACRE had a statutory role to monitor by sampling and observing what schools note in the self-evaluations correspond to what occurs in the school.

- (c) The form was welcomed and it was added that it would be useful and of assistance to schools and governors as well.
- (d) In response to a query regarding obstacles to collective worship where there were many different religions, it was not envisaged that this would be a problem as parents were fairly happy for their children to participate in school services/activities and they as parents took responsibility for faith.
- (e) That Anglesey SACRE Members already visited schools to monitor collective worship and the arrangements had been successful with the response of the schools being very positive.

Resolved: To accept the monitoring form and approve to test it out when visiting schools emphasising that the process was to support schools and not to inspect them.

(b) Developing Literacy and Numeracy in Religious Education in Key Stage 3

A presentation was received in a slide format from resources provided by Mary Parry, Education Associate Advisor with Carmarthenshire to develop literacy and numeracy in Religious Education in Key Stage 3 based on footballers of the same faith. Examples of specific tasks on activities were writing a letter regarding beliefs that included literacy and numeracy skills including units regarding prayer, food and drink, Ramadan etc.

The above had been presented recently to a meeting of the Wales SACREs Association and they were of the opinion that it was an extremely useful resource.

The following points were highlighted by SACRE members:

- (a) That it was a good resource to attract the interest of boys.
- (b) That schools would see it as a valuable resource.
- (c) The pack was also welcomed as a good resource to develop literacy in a meaningful context and in addition it was an opportunity to use translingual skills that would be valuable in the context of bilingual education in Wales.

Resolved: To accept and approve the pack and it was agreed that SACRE Members and the GwE Challenge Adviser would circulate these to the County's 14 secondary schools.

(c) Update on the Donaldson Consultation on the Curriculum for Wales

The GwE Challenge Adviser reported that the Welsh Government had requested Professor Donaldson to conduct a consultation with various organisations to formulate a new curriculum for Wales. The committee was reminded that during the 1980s the CYTŪN syllabus had been drawn up for the schools of Gwynedd and Anglesey, however, since 2007 Gwynedd SACRE had agreed to use the national framework for the curriculum and Religious Education across Wales was very similar. If the Welsh Government accepted the recommendations of Prof. Donaldson this could mean radical changes. The GwE Challenge Adviser, on behalf of SACRE, had drafted a response to the recommendations as follows:

- (1) In what ways do you agree or disagree that the existing national curriculum is now suitable to fulfil the needs of children and young people in Wales?

The Members of Gwynedd SACRE recognise that some aspects of the existing national curriculum do not satisfy the needs of children and young people of Wales in a digital age. However, the fundamental principles of education are unchangeable, namely the development of literate, intelligent, curious and sensitive children and young people who show respect to their fellow man and the environment in a changing world. Religious education already contributes to this as learners cultivate more understanding of the significance of religion and its importance to people.

- (2) What is your opinion of the four general aims described in the Report? Generally, do you believe that these are the appropriate basis for the curriculum for children and young people in Wales in the future? If they are not, why is this?

Gwynedd SACRE support the four general aims described in the report. Religious education already "stimulates learners to think for themselves in order to develop an understanding of life, the world and search for meaning that inspires them to bring about transformation personally, socially and globally" (National Exemplar Framework to present Religious Education to learners 3-19 years in Wales, 2008).

- (3) New framework: Six learning and experience fields. In what way do you agree or disagree with this method of working?

Gwynedd SACRE welcomes the specific and worthy attention given to Religious Education in the report and is aware of the valuable contribution of religious education to the six areas of learning and experience. However, some questions remain:

- *How can it be ensured that religious education does not 'get lost' within Humanities and the other learning and experience fields?*
- *To what extent can we be confident that schools understand the fundamentals of religious education in the twenty first century?*

- *How can schools present the requirements of the Cytûn Syllabus within Humanities and the learning and experience fields and continue to allow parents to withdraw their children from religious education lessons if they wish to do so?*

(4) Assessment that supports educational progression? In what way do you agree or disagree with this method of working?

Gwynedd CYSAG is of the opinion that the purpose of assessment is to assist learners to progress. Good practice to 'assess for learning' has assisted learners in Gwynedd to make good progress in religious education. Nurturing learners and teachers' understanding of the 'progression steps' help when planning valuable learning experiences for pupils.

Currently, Gwynedd SACRE monitors religious education standards in the secondary sector by scrutinising KS3 teachers' assessments and the results of KS4 and KS5 external examinations. It is likely that a new assessment system will mean new challenges.

- *How will Gwynedd SACRE fulfil its statutory responsibilities to monitor the standards of religious education?*
- *Who will draft the 'progression steps? Will the 'Religious Education' threads be obvious? Will Gwynedd SACRE be able to contribute to the process of drafting the 'progression steps'?*
- *Who will train the teachers to use the 'progression steps' in order to assist the learners to make progression in religious education?*
- *Who will be responsible for 'sampling' religious education standards? How often? Will Gwynedd SACRE be able to contribute to the sampling process? Will Gwynedd SACRE get access to the findings of the sampling process?*

(5) What is your first response to the principles of pedagogy described in Professor Donaldson's Report?

Gwynedd SACRE welcomes the attention given to the pedagogy principles in the report. Many of the principles already underpin the guidance given to teachers who teach religious education in Gwynedd schools. However, we encourage teachers to reflect on their practices in order to ensure that their learning strategies have a positive impact on learners' progress.

(6) Schools and teachers play a part in shaping the curriculum. In what way do you agree or disagree that this is desirable?

Gwynedd SACRE Members know from experience of the key contribution made by teachers and members to the process of developing and approving the Cytûn syllabus and any supplementary guidance. It is felt that teachers are already free to develop inquiries that are relevant to their pupils within a 'framework' and an open-ended 'range' and 'subject skills'. We are anxious that teachers provide religious education experiences that stimulate and are relevant to their pupils. However, the view is that children and young people should learn about their local and national religious communities that do and have contributed to life in Wales. Some questions remain:

- *In a time of financial cuts, will schools have religious education experts who can lead the process of developing the curriculum?*
- *How can it be ensured that pupils do not repeat subjects or religious education themes?*
- *Will teachers in rural secondary schools have the energy and time to develop a new curriculum and respond to the requirements of new external examinations?*

- (7) What is the best way to continue with this process of participation and how would your school / location like to take part?

Gwynedd SACRE is anxious to continue to contribute to the process of developing a new national curriculum by responding to questionnaires and workshops. Religious education of the highest standard is already a priority for elected Members, religious representatives and the teachers who regularly attend SACRE Meetings.

Gwynedd SACRE is represented on the National Consultation Panel for Religious Education (NCPRE) and the Wales SACREs Association and Gwynedd contributes to the work of the Wales Religious Education Organisation and we hope that the Welsh Government recognise experience, knowledge and the guidance of these bodies.

During the ensuing discussion the teachers' representative highlighted that the UCAC Union welcomed the majority of the contents of the Donaldson Report, however, concern was expressed regarding the implementation of the curriculum in the current financial climate that meant a great deal of fairly expensive changes.

Resolved: To accept, note and approve the responses submitted on behalf of Gwynedd SACRE to Professor Donaldson's report.

8. SCHOOLS' SELF-EVALUATIONS

(a) The SACRE Clerk guided Members through the sheets submitted with a summary of the findings in the schools in question and drew attention that five primary schools and two secondary schools had been inspected by ESTYN during the Spring 2015 term, as well as Ysgol y Traeth where a report had not been published thus far. It was anticipated that another four schools would be inspected during this term namely the schools at Llanaelhaearn, Llanrug, Llanelltyd and Hirael.

(b) From the point of view of SACRE, although ESTYN had noted that Ysgol Gynradd Dolgellau was unsatisfactory, attention was drawn that this referred to the school's arrangements to safeguard pupils.

(c) In terms of the annual report, attention was drawn to the conclusions raised in terms of provision for spiritual, moral, social and cultural development.

(ch) It was noted that reports as a whole did not often refer to merely religious education. The Ysgol Dyffryn Nantlle report noted that the provision for KS4 was unsatisfactory in terms of the timetable and therefore it was suggested as SACRE members that it would be useful to invite the school to share their feedback. In response it was suggested further that a written report would be acceptable rather than drawing a teacher out of the school.

(d) Members were guided through the self-evaluations of the schools at Coed mawr, Bro Plennydd, Tanygrisiau, yr Eifl, Ffridd y Llyn and Felinheli by referring to the three key questions namely:

1. How good are outcomes in Religious Education?
2. How good is provision in Religious Education?
3. How good is provision for collective worship?

It was agreed that the self-evaluations equated to what was noted in the ESTYN inspections.

The GwE Challenge Adviser noted that it was important to refer to religious education in the self-evaluations in order that SACRE could have a taste of what they do, together with the use of appropriate vocabulary.

Resolved: To accept and note the contents of the inspections and self-evaluations and in accordance with procedure to request that the Assistant Education Officer sends a letter to the above schools congratulating them on their success and to note SACRE's appreciation of their efforts to achieve the grades.

9. WALES ASSOCIATION of SACREs

(a) Minutes of the previous meeting

Draft minutes of a meeting of the Wales Association of SACREs that took place on 6 March 2015 in Pembrokeshire, were submitted.

It was reported that no specific issues arose from the minutes as SACRE Members had already received presentations given to the Wales SACRE Association, under item 7 above.

Resolved: (a) To accept and note the contents of the minutes.

(b) To note that the next meeting of the Association would take place on 25 June 2015 in Flintshire.

The meeting commenced at 2.00 pm and concluded at 3.45 pm.

CHAIRMAN

Agenda Item 6

Standing Advisory Council for Religious Education

GWYNEDD ANNUAL REPORT

September 2014 - August 2015

Head of the Education Department

Arwyn Thomas

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**SECTION 1:
EXECUTIVE SUMMARY**

SACRE's function in relation to Religious Education

A clear outline of SACRE's function is given in the Welsh Office Circular 10/94

SACRE advises the LEA on matters relating to the provision of Religious Education and Collective Worship, and is responsible for the establishment of an ad hoc body, the Agreed Syllabus Conference, to produce or consider amendments to the Agreed Syllabus for Religious Education.

1.1 Chairman's summary

E. Selwyn Griffiths
Chairman, 2014-15

SECTION 2: ADVICE TO GWYNEDD EDUCATION DEPARTMENT

2.1 SACRE's function in relation to Religious Education

A clear outline of SACRE's function is given in the Welsh Office Circular 10/94.

SACRE advises the LEA on matters relating to the provision of Religious Education and Collective Worship, and is responsible for the establishment of an ad hoc body, the Agreed Syllabus Conference, to produce or consider amendments to the Agreed Syllabus for Religious Education.

2.2 The Locally Agreed Syllabus

Gwynedd and Anglesey SACREs have adopted the 'National Exemplar Framework for Religious Education for 5-19 year old learners' as the Locally Agreed Syllabus for Gwynedd and Anglesey (2008). Previous to March 2013, this document and exemplar materials were disseminated by CYNNAL's humanities adviser during training courses and school visits. This curriculum support was discontinued in March 2013.

A SACRE's main function is '*...to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit.*'
Education Reform Act 1988 s.11 (1) (a)

2.3 How good are standards?

Gwynedd SACRE monitors religious education and collective worship by:

- receiving a summary of a school's self-evaluation report in response to the key questions of ESTYN's Inspection Framework;
- analysing the Local Authority's teacher assessments and secondary examination results;
- reviewing ESTYN inspection reports for references to 'religious education' or 'collective worship';
- inviting teachers and head teachers to share their good practices with members in the termly meetings, and by

2.3.1 Schools' self-evaluation reports

SACRE members resolved at their meeting on 9 February 2011, to continue to receive copies of schools' self-evaluation of religious education and collective worship and asked head teachers to use a revised template. Gwynedd SACRE, Gwynedd head teachers and members of the National Advisory Panel for Religious Education (NAPFRE) have approved the new template which was redrafted in response to the new ESTYN Inspection Framework (Appendix 3.5). The SACRE clerk, who is an assistant quality improvement education officer for Gwynedd Council is responsible for distributing and collating the self-evaluation reports. Primary and secondary schools are asked to submit a summary of their self-evaluation during the year when the school is inspected by ESTYN.

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.

Fourteen self-evaluation reports were submitted to Gwynedd SACRE during the year. Reports were received from the following primary schools: Llanbedrog, Crud y Werin, Edern, Talsarnau, Y Gorlan, Dyffryn Ardudwy, Y Garreg, Bro Tryweryn, Yr Eifl, Felinheli, Coed Mawr, Bro Plenydd, Tanygrisiau a Ffridd y Llyn.

The self-evaluation report is a record of the school's response to key questions 1 and 2 of the inspection framework. Schools submit their concise judgement on the main strengths of learners' achievements in religious education and note the aspects which will be addressed in the following two years in order to raise standards. They also present a concise judgement on the quality of the provision of religious education and collective worship. Following the self-evaluation process, schools awarded the following grades:

	How good are outcomes in Religious Education?				How good is provision in Religious Education?				How good is the provision for collective worship?			
	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory
Primary		14				14			1	13		
Secondary												
Total		14				14			1	13		

The self-evaluation reports reflect the requirements of Gwynedd and Anglesey SACREs by submitting evaluative comments based on specific evidence. In the best examples, the commentary was measurable and quantitative and made references to the Locally Agreed Syllabus.

How good are outcomes in Religious Education?

Foundation Phase learners who can:

- respond very well to religious and morâl stories and who consistently develop their ability to discuss and retell the stories and their experience in written form or in oral activities, (Llanbedrog);
- use simple religious vocabulary, (Crud y Werin);
- confidently ask questions relating to people and the morâl/spiritual meaning of stories, (Coedmawr Infants);
- recall and explain basic religious beliefs, teachings and practices, (Bro Plenydd);
- effectively contribute to role play as they create a Church in the classroom and recreate a baptism ceremony, (Felinheli);

Key Stage 2 learners who can

- discuss the term's 'big question' confidently, effectively and sensitively, (Llanbedrog);
- discuss the questions raised from their own experiences, (Crud y Werin);

- answer factual questions about sacred books, (Edern)
- show a good understanding of Christian symbols and ceremonies, (Talsarnau)
- dramatise Bible stories, (Y Gorlan);
- make the expected progress (2 levels) between the Foundation Phase to Key Stage 2, (Y Garreg);
- explain why Christians regard the chapel as a special place and explain the importance of religious celebrations such as Christmas and Easter, (Bro Plenydd);
- who respond with interest and effectively commit themselves to their work in religious education, (Tanygrisiau);
- are inquisitive as they offer their ideas and opinions in very mature Group discussions on the theme, 'Is there peace?' (Ffridd y Llyn);
- display appropriate literacy skills in extended writing as they explore themes such as, 'how do believers find peace?' (Felinheli).

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

- develop an understanding of the impact of religion on the lives of believers by the end of the Foundation Phase, (Crud y Werin);
- develop greater depth in the understanding of the older KS2 pupils, (Talsarnau);
- develop pupils' ability to discuss beliefs and what is important to them regarding morality, and accept that everybody will not share the same viewpoint, (Coedmawr Infants);
- increase pupils' confidence and understanding through the school as they respond to religious questions, (Ffridd y Llyn).

How good is the provision for Religious Education?

The schools identified good practices such as:

- the wide range of resources available to Foundation Phase pupils, (Crud y Werin);
- the detailed detailed schemes of work, based on 'big questions' that ensure progression and development in religious education skills, (Crud y Werin);
- the use made of 'big questions' as a starting point for pupils and their teachers so that they can identify lines of enquiry. This ensures that learners have opportunities to Research, gather information, create and analyse questionnaires, discuss with fellow pupils and visitors, (Llanbedrog);
- educational visits that contribute to pupils' understanding, e.g. to Bangor mosque, the Orthodox Church in Blaenau Ffestiniog, a pilgrimage from Clynnog Fawr to Aberdaron, (Edern)
- the range of writing tasks provided for the pupils, e.g. talks and dialogues, reflections, letters, portraits and prayers, (Talsarnau, Dyffryn Ardudwy);
- the regular opportunities provided for pupils to read in order to gather religious information, (Dyffryn Ardudwy);
- the use of books as a basis for discussions on viewpoints, the story's moral or spiritual meaning and the choices made within the story, (Coedmawr Infants);
- all aspects of religious education are studied twice over a four year period, (Bro Plenydd);

- the opportunities provided for pupils to plan, develop and reflect on their learning within the context of their work in religious education, (Ffridd y Llyn);
- the cohesion between the provision for the Foundation Phase and Key Stage 2 learners, (Y Felinheli);

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

- integrate more numeracy to the religious education activities throughout the school, (Llanbedrog, Dyffryn Ardudwy, Bro Tryweryn, Tanygrisiau);
- integrate more literacy to the religious education activities throughout the school, (Dyffryn, Ardudwy, Bro Tryweryn);
- provide greater opportunities to develop ITC skills within religious education, (Yr Eifl);
- continue to introduce aspects of assessment for learning in religious education lessons, (Edern);
- respond to the results of the pupils' questionnaire (May 2014) that showed that 30% of KS2 pupils did not enjoy the subject, (Y Garreg);
- plan differentiated activities and tasks to allow the more able pupils to achieve higher levels in religious education, (Bro Plenydd, Ffridd y Llyn);
- provide opportunities to study world faiths, (Coemawr Infants, Ffridd y Llyn);
- ensure that the co-ordinator receives appropriate training in order to lead the subject in the school, (Y Felinheli).

How good is the provision of collective worship?

All schools conform to the statutory requirements.

The schools identified good practices such as:

- that pupils have the opportunity to 'send the candle' at the end of a collective worship session so that everyone has a minute's silence to reflect on an event or to think of a specific situation, (Llanbedrog);
- the regular practice of singing traditional and contemporary hymns together, (Y Gorlan)
- the special ethos and atmosphere of the whole school worship, (Y Garreg);
- each class has responsibility for providing and presenting a moral and spiritual presentation once a term, (Coedmawr Infants);

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

- forge links with local religious communities, (Babanod Coedmawr, Crud y Werin, Tanygrisiau);
- respond to pupils' evaluation by ensuring that the older children play a greater role in the collective worship and that the whole school sessions are shorter, (Edern);
- ensure a greater opportunity for learners to participate in the whole school collective worship sessions, (Talsarnau);
- create a special ethos and atmosphere during our the collective worship session in order to encourage the ethos of reflection, (Y Gorlan, Bro Tryweryn) and differentiate clearly between an act of worship and a whole school meeting, (Ffridd y Llyn);

- encourage the School Council to express a view on what they would like to develop in the collective worship sessions, (Dyffryn Ardudwy);
- ensure greater consistency between the quality of the classroom and whole school collective worship sessions, (Bro Plenydd).

SACREs Recommendations to Gwynedd Council

- Develop co-ordinators' and subject leaders' knowledge and understanding of RE and their management skills;
- Ensure that schools receive copies of 'Supplementary guidance: collective worship at non denominational schools' (ESTYN) and 'Collective Worship Guidance' (WASACRE);
- Ensure that schools present their self evaluation reports to SACRE.

2.3.2 Teacher assessment and external examination results in the secondary sector

Teacher assessments: Religious Education KS3

Departments judge pupils' attainment on the basis of the year's work, specific assessment tasks and tests and use the findings of the national moderation programme (2013-12) and Welsh Government guidance to verify their judgements:

- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 an KS3 in Religious Education: Supplementary Guidance (2011)

The Welsh Government does not collect KS3 Religious Education data, so it is inappropriate to compare the performance of Gwynedd schools with schools across Wales. However, CYNNAL does collect KS3 data on behalf of Anglesey (A), Gwynedd (G) and Conwy (C) local authorities*.

Year	Schools	Pupils		%L5+		%L6+		%L7+	
		Gwynedd	M+G+C	Gwynedd	M+G+C	Gwynedd	M+G+C	Gwynedd	M+G+C
	M+G+C*								
2014	5(5)+11(14)+0(0)	1,048	1,659	94.0	91.7	61.6	55.3	21.0	19.6
2013	5(5)+5(14)+1(7)	462	1,242	93.5	88.7	68.4	52.3	24.9	18.2
2012°	5(5)+13(14)+4(7)	1,265	2,577	87.0	82.7	51.2	43.2	16.4	12.5
2011	3(5)+11(14)+2(7)	1,150	1,773	81.8		40.7		12.5	

* By the end of October 2014, every 11 out of 14 secondary schools in Gwynedd had submitted KS3 performance data, 5 out of 5 secondary schools in Anglesey and 0 out of 0 schools in Conwy. Special schools did not submit teacher assessments for religious education.

° The moderation of religious education portfolios was completed in Summer 2012. This suggests therefore that there is a consistency in schools' understanding of the attainment levels.

- 11 (out of 14) secondary schools in Gwynedd submitted KS3 teacher assessment: YDyffryn Ogwen, Brynrefail, Eifionydd, Y Gader, Uwchradd Tywyn, Y Berwyn, Ardudwy, Friars, Tryfan, Syr Hugh Owen, Glan y Môr;

- CYNNAL did not receive KS3 performance data from: Botwnnog, Dyffryn Nantlle, Y Moelwyn
- 1048 KS3 pupils were assessed in Summer 2012;
- Level 5+: Very good. 94% of Gwynedd's KS3 pupils attained Level 5+ in Religious Education, an increase of 0.5% since 2013. The percentage of pupils who were awarded L5+ varied from 90.8% to 98.2%;
- Level 6+: Good. 61.6% of Gwynedd's KS3 pupils attained Level 6+ in Religious Education, 6.3% fewer than 2013. The percentage of pupils who were awarded L6+ varied from 43.4% to 76.8%;
- Level 7: Good. 21% of Gwynedd's KS3 pupils attained Level 7+ in Religious Education, 3.7% fewer than in 2013. Level 7+ was awarded by all schools, and the percentage of pupils who were awarded L7+ varied from 7.9% to 38.5%;
- Level 3 or lower was awarded to pupils in 5 schools.
- 4 pupils in Gwynedd were awarded Level 8 in religious education.

GCSE Results: Religious Studies (full course)

The data represents the candidates who were 15 years old or older in January 2013.

	No. of schools	No. of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2014	12	111	220	331	27.9	40.0	46.0	71.2	80.9	77.6	100.0	100.0	100.0	42	46	45
2013	12	126	262	388	38.9	46.6	44.1	79.4	84.7	83.0	100.0	100.0	100.0	45	47	46
2012	10	113	190	303	37.2	44.7	41.9	76.1	83.2	80.5	100.0	100.0	100.0	44	46	45
2011	12	128	266	394	24.2	41.7	36.0	62.5	75.9	71.6	99.2	96.2	97.2	40	43	42
2010		42	97	139	14.3	36.1	29.5	61.9	90.7	82.0	92.9	99.0	97.1	36	42	40

The average score achieved by the pupils in all subjects is not available to the system leader. Consequently it is inappropriate to compare performances of schools. However, RE departments will be able to access data to show how their candidates performed in other subjects and are advised to use this information in their self-evaluation.

Good results

- 331 candidates from 12 schools in Gwynedd. The average subject score is 45, one point less than last year. There are no candidates from Ysgol Uwchradd Tywyn. Candidates from Ysgol Ardudwy travel to Ysgol Eifionydd in order to follow a GCSE course.
- Class sizes vary from 8 pupils in one school to 138 in another.
- 36% of the candidates have gained A*/A (Excellence), 8.1% fewer than last year. 77% of candidates have gained Level 2 (A*- C), 6.6% fewer than last year. These results suggest that results have reverted to standards achieved in 2011 following two years of improvement (2012, 2013).
- All candidates have attained a Level 1 qualification in Religious Education during the last three years.
- More girls than boys choose Religious Studies as a GCSE option, (B 111 : G 220).

- The results achieved by the girls are better than those achieved by the boys. The average score achieved by the girls is 45 in comparison with the average score of 42 achieved by the boys. +8 represents a GCSE grade. However this year's L2 results suggest that the gap between boys and girls has increased for the first time in four years. The gap between the percentage of boys and girls attaining A*/A is 12.1% which is greater than 2013 (7.7%) and 2012 (7.5%).

GCSE Results: Religious Studies (short course)

This data represents the pupils who were 15 years old or older on January 2013. These pupils have chosen to claim their points on the completion of their GCSE short course instead of continuing their studies for a second year. Very few schools offer the GCSE Religious Studies short course as an accreditation for the statutory KS4 Religious Education course.

	No. of schools	No. of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2014	7	122	168	288	25.4	40.4	34.0							23	26	25
2013	9	145	253	398	0.0	0.0	0.0	71.0	79.1	76.1	97.2	97.6	97.5	21	23	22
2012	3	17	38	55	0.0	0.0	0.0	58.8	84.2	76.4	100.0	100.0	100.0	18	22	20
2011	6	121	134	255	0.0	0.0	0.0	46.3	67.2	57.3	100.0	100.0	100.0	18	21	19
2010		223	323	546	0.9	3.7	2.6	62.8	82.4	74.4	100.0	100.0	100.0	22	25	23

Religious Studies is an optional examination subject at GCSE. A few schools have adopted the WJEC Religious Studies course as an accreditation for all pupils who follow the statutory Religious Education course. 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 and pupils' performance in RE and other subjects. 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.

What are SACRE's recommendations to Gwynedd Council?

- Encourage secondary departments to respond to any messages identified as a result of analysing schools' internal and external performance data;
- Ensure that religious education teachers are able to access the subject guidance of the WJEC examination board and to facilitate opportunities for them to work together in response to the new specifications for the new GCSE and A level examinations.
- Facilitate professional learning communities for religious education teachers in order to share good practice and work together to observe lessons, scrutinise books or to establish meaningful partnerships with their colleagues in the primary sector.

2.3.3 ESTYN Inspection Reports

15 primary schools and 2 secondary schools in Gwynedd were inspected by ESTYN during 2014-15:

School	Date	Care, support and guidance (2.3) <i>Is there a reference to spiritual, moral, social and cultural development?</i>	Care, support and guidance (2.3) <i>Is there a reference to collective worship?</i>	Learning experiences (2.1) <i>Is there a reference to Religious Education?</i>	Working with partnership (3.3) <i>Is there a reference to local religious communities?</i>
Llanbedrog	05/2014	✓	✓ ₁	✗	✗
Y Gorlan	05/2014	✓	✓	✗	✗
Edern	06/2014	✓	✓ ₁	✓	✗
Talsarnau	06/2014	✓	✓ ₁	✗	✗
Crud y Werin	07/2014	✓	✓	✓	✗
Dyffryn Ardudwy	09/2014	✓	✗	✗	✗
Y Garreg	10/2014	✓	✗	✗	✗
Bro Tryweryn	11/2014	✓	✓ ₂	✗	✗
Yr Eifl	12/2014	✓	✗	✓	✗
Felinheli	12/2014	✓	✓ ₂	✓	✗
Dyffryn Nantlle*	01/2015	✓	✓ ₂	✓	✗
Coed Mawr	01/2015	✓	✗	✗	✓
Dolgellau	01/2015	✓	✓ ₂	✗	✓
Y Gader*	01/2015	✓	✓	✗	✗
Bro Plenydd	02/2015	✓	✗	✓	✗
Tanygrisiau	02/2015	✓	✓ ₃	✗	✗
Ffridd y Llyn	02/2015	✓	✓	✓	✗

1. Mae'r adroddiad yn cyfeirio at sesiynau 'cyd-addoli' yn hytrach nag 'addoli ar y cyd'.
2. Mae'r adroddiad yn cyfeirio at 'wasanaethau boreol ysgol gyfan' a'r 'gwasanaethau dosbarth' neu 'sesiynau boreol' neu 'wasanaethau rheolaidd'
3. Mae'r adroddiad yn cyfeirio at 'wasanaethau cyd-addoli rheolaidd'
4. Mae'r adroddiad yn nodi bod yr ysgolion yn darparu cwricwlwm sy'n bodloni'r gofynion statudol.

The reports note that:

- The provision to promote social, moral, cultural and spiritual development in most schools is good, while the provision in a few schools is adequate;
- In the Foundation Phase, pupils use a mind map to plan a story skilfully and this leads to extended creative work based on religious education work;
- KS2 pupils at Ysgol Crud Werin do not have enough opportunities to develop their understanding and skills religious education;
- provision for religious education in key stage 4 is not appropriate at Ysgol Dyffryn Nantlle;
- "stimulating" collective worship sessions at Llanbedrog, Edern, Talsarnau schools make a "significant contribution to the spiritual and personal development of pupils,"
- the pupils of Ysgol Crud y Werin, "benefit greatly from playing a leading role' in collective worship sessions;
- a minority of class tutors at Ysgol y Gader do not ensure that collective worship takes place regularly in the morning registration sessions;
- Coed Mawr and Dolgellau pupils benefit from the effective links established between their schools and local places of worship;

SACRE's recommendations to Gwynedd Council

- Ensure that Ysgol Crud y Werin, Ysgol Dyffryn Nantlle and Ysgol Y Gader respond appropriately to ESTYN's comments and recommendations.

2.4 Response of Local Authority

Mrs Mai Bere, assistant education improvement officer for Gwynedd Council ensures that any guidance or recommendations made by Gwynedd SACRE is communicated directly to the primary and secondary head teachers. Gwynedd Council has commissioned GwE (School Effectiveness and Improvement Service) to support Gwynedd SACRE meetings and to represent SACRE in regional and national meetings.

An invitation was extended to Miss Menna Davies, religious education co-ordinator for Ysgol Crud y Werin to the SACRE meeting on 11 February 2015 in order to outline the actions and work undertaken by the school in response to ESTYN's recommendations. The revised schemes of work now include specific references to the skills and range. Consequently the progression steps between Y3 and Y6 are clearer in order to ensure that learners make progress. Ysgol Uwchradd Tywyn submitted a written report explaining how the provision at the school ensured that a high percentage of Y9 pupils achieved Level 7 in Summer 2014. Following a presentation by Mary Parry (Carmarthenshire) in the Spring WASACRE meeting, exemplar materials were distributed outlining how literacy and numeracy skills could be developed in KS3 religious education. The materials on 'Muslim footballers in the Premier Leagues' were distributed by the members to all secondary schools in Gwynedd.

Gwynedd SACRE adopted an action plan this year outlining four priorities for 2014-15 (appendix 3.7). The priorities were identified by the 2013-14 annual SACRE report. However, in a climate of financial cuts, there is no local curriculum advisory service that can offer support or training for teachers who teach religious education. It is increasingly difficult for SACREs to advise and support schools.

Priority 1: Developing good leadership in Religious Education and collective worship

- Gwynedd Council is judged to have made **limited/satisfactory/strong/very good** progress in response to this priority because the head teachers have supported the principle of submitting their schools' self evaluation to Gwynedd SACRE and receive useful guidance from the education officer. 14 primary schools have submitted their self evaluation reports this year. SACRE members have discussed these in their termly meetings and have prepared an appropriate summary of the main finding in this report. Although the quality of the self-evaluation reports has improved, few schools have shared their best practices or their improvement plans with SACRE members.

Priority 2: Closing the gap between standards attained by boys and girls at GCSE

- Gwynedd Council is judged to have made **limited/satisfactory/strong/very good** progress in response to this priority. Although more boys (+6) have sat the GCSE Religious Education examination this year compared to 2014, there has been a fall in the average subject score (-2) and in the percentage of boys achieving L1, A*-E (-0.9%), L2, A*-C (-6.2%) and excellence A*/A (-7.4). The results achieved by the girls are better than those achieved by the boys. The average score achieved by the girls is 46 in comparison with the average score of 40 achieved by the boys. +8 represents a GCSE grade. This year's L2 results suggest that the gap (18.6%) between boys and girls has increased for the third year

running. The gap between the percentage of boys and girls attaining A*/A is 19.2% which is greater than 2014 (12.1%) 2013 (7.7%) and 2012 (7.5%).

Priority 3: Updating religious education teachers' knowledge.

- Gwynedd Council is judged to have made **limited/satisfactory/strong/very good** progress in response to this priority. Although schools receive electronic versions of any relevant documents published by ESTYN or WASACRE and the minutes of Gwynedd SACRE meetings, there have been few opportunities to meet or train primary and secondary religious education teachers.

Priority 4: Facilitating good quality collective worship.

- Gwynedd Council is judged to have made **limited/satisfactory/strong/very good** progress in response to this priority. Schools' self evaluation reports record that all schools that submit a report meet the statutory requirements for collective worship. Schools value the beneficial contribution made by local religious leaders to their collective worship sessions. Nearly all inspection reports published by ESTYN during 2014-15 record that the quality of the collective worship sessions is good. In very few cases, references are made to the '*stimulating*' collective worship sessions which '*contribute significantly to the spiritual and personal development of pupils*'. However, a minority of class tutors do not ensure that collective worship takes place regularly in the morning registration sessions.

SACREs Recommendations to Gwynedd Council

- Ensure that the challenge adviser offers termly workshops in order to offer guidance to subject co-ordinators as they self evaluate religious education and collective worship.
- Ensure that schools respond to any shortcomings identified during their self evaluation exercises and/or ESTYN inspection visits.
- Respond to the action points of 2014-15 and the priorities of the 2015-16 action plan.

2.5 Religious Education and the Welsh Government

The Welsh Government has published and distributed guidance documents to support RE teachers:

- <http://wales.gov.uk> > search for Religious Education
- The National Exemplar Framework for Religious Education in Wales (2008)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 and KS3 in Religious Education: Supplementary Guidance (2011)
- Religious Education: Guidance for 14-19 year old learners (2009)

- People, Questions and Beliefs: Religious Education in the Foundation Phase (2013)
- Religious Education: Chief Moderator’s Report 2012 (<http://cbac.co.uk>)

During 2014-15, Professor Graham Donaldson was commissioned to undertake an independent review of the curriculum and assessment arrangements in Wales. Gwynedd SACRE has contributed to the consultation process of the ‘Great Debate’ and has discussed the recommendations of the report, ‘Successful Futures’ published in February 2015.

SACRE’s recommendation to Gwynedd Council

- Ensure that RE teachers are aware of the guidance documents available and act on the guidance.
- Encourage Gwynedd religious education teachers and SACRE members to contribute fully to any review of the curriculum and assessment arrangements.

2.6 Religious Education and ESTYN

Gwynedd SACRE recommends the following resources to RE teachers and head teachers:

- www.estyn.org.uk;
- Religious Education in Secondary Schools (ESTYN, June 2013), and,
- Supplementary Guidance: collective worship in non-denominational schools (2011).

SACRE’s recommendations to Gwynedd Council

- Ensure that schools and secondary RE teachers are aware of the findings of the ESTYN report and act on the recommendations.

2.7 SACRE’s function in relation to collective worship

Welsh Office Circular 10/94 notes that the LEA should work with SACRE to keep an eye on the daily collective worship provision, and should consider with it any steps which may be taken to improve such provision.

The collective worship must be “of a broadly Christian character”. The “determination” procedure permits the suspension of these requirements in relation to some or all of the pupils in a school where they are deemed inappropriate. .

- SACRE members and Gwynedd schools have received collective worship guidance documents:
 - ‘Supplementary guidance for inspecting collective worship in non-denominational schools’ (ESTYN, June 2013);

- Guidance on Collective Worship (WASACRE, June 2012).
- Gwynedd SACRE monitors the provision and standard of collective worship in schools by reviewing schools' self-evaluation reports;
- Gwynedd SACRE recommends that schools use a range of resources in order to provide meaningful collective worship sessions for their pupils:
 - CYNNAL's Moodle site: guidance, exemplar timetables, a list of useful books and websites, exemplar materials provided by local primary schools;
 - Christian Aid's monthly collective worship resources are distributed in the e-bulletin to every primary, secondary and special school in Gwynedd.

Since the end of the provision of advisory support for religious education in March 2013 Gwynedd and Anglesey SACRE members have considered alternative methods of fulfilling their duties to monitor standards and advise the education authority. Ten members responded to a questionnaire circulated to Gwynedd SACRE members (13.06.13). An analysis of the responses (23.10.13) shows that:

- many Gwynedd SACRE members feel confident in their understanding of the statutory requirements for collective worship in schools:
- about half the members are prepared to attend collective worship sessions in a sample of schools every term.

Determinations

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

SACRE's Recommendations to Gwynedd Council

- Ensure that schools conform to the statutory requirement for collective worship and provide quality collective worship sessions;
- Encourage schools to invite members of Gwynedd SACRE to attend collective worship sessions in the county's schools;
- Ensure that schools receive copies of 'Supplementary guidance: collective worship at non denominational schools' (ESTYN) and 'Collective Worship Guidance' (WASACRE);
- Develop a form to help SACRE members to record their impressions following attending collective worship sessions in school.

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

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3.2 SACRE membership of Gwynedd 2014-15

Christians and Other Religions

The Methodist Church	Mr Wyn Miles Meredith
Union of Welsh Baptists	Mrs Ruth Davies
Presbyterian Church of Wales	Dr. W Gwyn Lewis
Church in Wales	Rev. Robert Townsend
Union of Welsh Independents	Mr. Cynrig Hughes
The Catholic Church	Mrs Eirian Bradley Roerts

Teachers' Unions' representatives

Association of School and College Leaders (ASCL)	Mrs Aileen Watkin (Ysgol Eifionydd)
Welsh National Union of Teachers (UCAC)	Mr Noe Dyer (Ysgol Glan y Môr)
National Association of Schoolmasters and Union of Women Teachers (NASUWT)	Mrs Miriam Ambyr (Ysgol Eifionydd)
National Union of Teachers (NUT)	Mr Euan Hughes
Association of Teachers and Lecturers	awaiting nomination
National Association of Head teachers (NAHT)	Mrs Eirabeth Williams

Local members

Councillor Huw Edwards	Plaid Cymru
Councillor Selwyn Griffiths (Cadeirydd)	Plaid Cymru
Councillor Mair Rowlands	Plaid Cymru
Councillor Tom Ellis	Independent
Councillor Jean Forsyth	Independent
Councillor Llywarch Bowen Jones	Llais Gwynedd
Councillor Gwenno Glyn	Llais Gwynedd/Plaid Cymru

Co-opted members (non voting)

Mr Rheinallt Thomas
Mr Gwyn Rhydderch
Parch Aled Davies

Officers

Mr Dewi Jones	Head of Gwynedd's Education Department
Mr John Blake/Mrs Mai Bere	Education Officer and Gwynedd SACRE clerk
Miss Bethan James	GwE challenge adviser
Mrs Glynda O'Brien	Members' support and scrutiny officer

3.3 SACRE meetings 2014-15

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2014-15, Gwynedd SACRE met on three occasions:

22 October 2014
24 February 2015
09 June 2015

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

- a) **Meeting held on 22 October 2014**
 - Gwynedd SACRE's Annual Report (draft) 2013/2014
 - Schools' self evaluation reports: Llanbedrog, Crud y Werin, Edern, Talsarnau
 - ESTYN inspection reports: Llanbedrog, Y Gorlan, Crud y Werin, Edern, Talsarnau
 - Teacher assessment and external examinations results for Gwynedd secondary schools.
 - Gwynedd SACREs action plan
 - Wales Association of SACREs: submit a report for the meeting held at Llandrindod, Powys on 2 July 2014.

- b) **Meeting held on 11 February 2014**
 - Schools' self evaluation reports: Y Gorlan, Dyffryn Ardudwy, Y Garreg, Bro Tryweryn
 - ESTYN inspection reports: Dyffryn Ardudwy, Y Garreg, Bro Tryweryn
 - School presentation: Ysgol Crud y Werin's response to ESTYN's recommendation by Miss Manon Davies, the school's religious education co-ordinator.
 - A Curriculum for Wales: presentation by GwE's challenge adviser
 - SACRE action plan 2014-15
 - Gwynedd SACREs Annual Report (final) 2013/14
 - Wales Association of SACREs: submit papers for the meeting held in Pontypool, Torfaen on 26 November 2014.

- c) **Meeting held on 10 June 2015**
 - Collective worship: report by GwE's challenge adviser
 - Developing Literacy and Numeracy in RE at KS3: report by GwE's challenge adviser
 - Update on the Donaldson's consultation on 'A Curriculum for Wales': report by GwE's challenge adviser
 - Schools' self evaluation reports: Coed Mawr, Bro Plenydd, Tanygrisiau, Yr Eifl, Ffridd y Llyn, Felinheli
 - ESTYN inspection reports: Yr Eifl, Felinheli, Dyffryn Nantlle, Coed Mawr, Dolgellau, Bro Plenydd, Tanygrisiau, Ffridd y Llyn, Y Gader.

- Wales Association of SACREs: submit papers for the meeting to be held at Mold, Flintshire on 25 June 2015.

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:

- Mrs Miriam Amlyn

The following representative attended WASACRE meetings as an observer during the year:

- Miss Bethan James, GwE challenge adviser
- Mr Rheinallt Thomas

3.3.2 The following provide SACRE with professional support:

Mr Dewi Jones/Mr Arwyn Thomas, Head of Gwynedd Education Department

Mr John Blake/Mrs Mair Bere: education officers and SACRE clerks

Miss Bethan James, challenge adviser (GwE)

Mrs Glynda O'Brien, Members' support and scrutiny officer and administers SACRE on behalf of Gwynedd Council.

Enquiries should be sent to SACRE Clerk, Education Department, Gwynedd Council, Caernarfon, Gwynedd LL55 1SH

3.3.3 The SACRE report was sent to the following organisations:

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

- Department for Education and Skills, Welsh Government
- Head of Gwynedd's education department
- Council Leader
- Wales Association of SACREs
- Gwynedd Schools

A printed copy was distributed to:

- Members of Anglesey SACRE

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

Rationale

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

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

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

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

The new ESTYN Inspection Framework will no longer make specific references to Religious Education and collective worship. Gwynedd SACRE would therefore like to take advantage of the procedures and practices that are currently used by headteacher and teachers as they prepare for the new Inspection Framework. It was resolved at the Gwynedd SACRE meeting on 9 February 2011 that it would fulfil its statutory responsibilities by inviting schools to share their self evaluation of Religious Education, collective worship and pupils' spiritual and moral development with SACRE members.

Primary and secondary schools are kindly asked to submit a summary of the school's self evaluation to the clerk of Gwynedd SACRE during the year when they are inspected by ESTYN.

Contact details:**Name (SACRE Clerk): Mrs Mai Bere****Address:** Education Department, Gwynedd Council, Caernarfon, Gwynedd. LL55 1SH

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

Name of School:

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, Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Guidance and Exemplar Profiles (2011), 14-19 year old Learners (2009), Religious Education: Report of the Chief Moderator (WJEC).							
Standards in Religious Education – progress in learning							
Standards in skills: literacy, numeracy, ICT and thinking							
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, Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Guidance and Exemplar Profiles (2011), 14-19 year old Learners (2009), Religious Education: Report of the Chief Moderator (WJEC).							
The teaching: planning and range of strategies							
Provision of skills: literacy, numeracy, ICT and thinking							
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 2013), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94), Guidance on Collective Worship (WASACRE 2012)							
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 n the school. This column therefore represents the average score of boys and girls in Religious Studies in the school and in the local authority. The Σ symbol represents the total number of candidates.
Average subject score							
B	G	Σ					

What does the GCSE (short course) table show?

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

3.7 Gwynedd SACRE Action Plan 2014-15

GWYNEDD SACRE Annual Report 2012-13	Action points 2014-15	Evidence	Outcomes	
<p>Develop good leadership in religious education and collective worship</p> <p>Page 8</p>	<ul style="list-style-type: none"> Ensure that all schools receive guidance on self evaluation of religious education and collective worship. Establish a self evaluation timetable, process and procedures. Share good practice in SACRE meetings. Facilitate good practice 	<ul style="list-style-type: none"> Self evaluation guidance Self evaluation timetable and procedures Schools' self evaluation reports Minutes of SACRE meetings Minutes of teachers' meetings 	<ul style="list-style-type: none"> Nearly all schools will have submitted a self evaluation report on standards of religious education and collective worship by Summer 2015. SACRE will have prepared a termly and annual summative report on the standards of RE and collective worship by Summer 2015. Invite schools to share their best practice at SACRE meetings. 	
<p>Close the gap between standards attained by boys and girls at GCSE.</p> <p>Page 11-12</p> <p>Page 31</p>	<ul style="list-style-type: none"> SACRE to urge secondary head teachers to ensure that teachers have access to WJEC support and that they are aware of ESTYN's Thematic Report Encourage GCSE teachers to share good practice at network/PLC meetings 	<ul style="list-style-type: none"> Letters to head teachers Minutes of network/PLC meetings Chief Examiner's report/newsletter 	<ul style="list-style-type: none"> More boys choosing Religious Studies as a GCSE option. The gap between results attained by boys and girls at GCSE continuing to close. 	
<p>Update teachers' knowledge e.g. Welsh Government guidance documents and ESTYN thematic report.</p> <p>Page 14</p>	<ul style="list-style-type: none"> SACRE to circulate an updated list of guidance documents. 	<ul style="list-style-type: none"> Letter/newsletter Update CYNNAL's Moodle website. 	<ul style="list-style-type: none"> Schools' self evaluation reports show that teachers plan lessons that respond to Welsh Government guidance (primary and secondary) and reflect the good practice identified in the ESTYN Thematic Report (secondary) 	
<p>Facilitate good quality collective worship</p> <p>Page 15</p>	<ul style="list-style-type: none"> SACRE to ensure that teachers are aware of the recent materials available for collective worship Raise awareness of SACRE members of the nature of collective worship in schools. 	<ul style="list-style-type: none"> Letter/newsletter Oral reports by SACRE members References to collective worship in ESTYN reports 	<ul style="list-style-type: none"> ESTYN reports refer to good quality collective worship All schools conform to statutory requirements SACRE members will have an improved understanding of collective worship 	

Agenda Item 7

Monitoring Summer 2015 – Autumn 2015

Every school is asked to provide a self-evaluation report on the standards of religious education and collective worship for Gwynedd SACRE. We try to ensure that the monitoring programme corresponds to the ESTYN inspection programme. The reports received are attached together with a summary of the findings in the following tables:

Secondary Schools	SE Report	School finding			Estyn Report	Date	Estyn Finding
		KS3	KS4	Collective Worship			
Spring 2015							
Dyffryn Nantlle	✓	Good	Adequate	Adequate	31/3/15 ✓	26/1/15	Adequate
Y Gader	✓	Good	Good	Adequate	8/5/15 ✓	2/3/15	Adequate

Primary Schools	SE Report	School Findings			Estyn Report	Date	Estyn Finding
		KS1	KS2	Collective Worship			
Spring 2015							
Dolgellau					24/3/15 ✓	19/1/15	Unsatisfactory
Y Traeth	✓	Da	Da	Da	22/5/15 ✓	16/3/15	Good
Summer 2015							
Llanaelhaearn	✓	Da	Da	Da	2/7/15 ✓	27/4/15	Adequate
Llanrug					4/8/15 ✓	1/6/15	Good
Llanelltyd	✓	Good	Good	Good	18/8/15 ✓	15/6/15	Good
Hirael	✓	Good	Good	Good	25/8/15 ✓	22/6/15	Good
Beddgelert	✓	Good	Good	Exhellent	25/8/15 ✓	22/6/15	Good
Autumn Term 2015							
Morfa Nefyn	✓	Good	Good	Exhellent	17/11/15	14/9/15	
Foelgron						19/10/15	
Garndolbenmaen							

Special Schools	SE Report	School Finding			Estyn Report	Date	Estyn Finding
		KS1	KS2	Collective Worship			

During the 2015 Summer term 5 primary schools, 0 secondary schools and no special schools were inspected by Estyn. It is anticipated that another 3 schools as well as 0 secondary school will be inspected during the current term.

The following extracts have been taken from the Estyn inspection reports and refer to Religious Education (unlikely), collective worship, spiritual and moral development and also other aspects such as personal, cultural and social education:

Observations by Estyn:

Y Traeth (March 2015)

Care, support and guidance: Good

The school is a caring community in which pupils have strong support, ensuring that they make good progress in their learning and personal and social development. Periods of collective worship, along with opportunities to learn about the beliefs of people from various cultures, promote pupils' spiritual and moral development successfully. These aspects are supported well by a detailed personal and social education programme and by regular visits by external experts, such as the police

Summer Term 2015

Llanaelhaearn (April 2015)

Care, support and guidance: Adequate

The school is a happy and caring community. Pupils have regular opportunities to reflect and develop their spiritual, moral, social and cultural attitudes through regular whole-school assemblies and other activities such as circle time periods.

Llanrug (June 2015)

Care, support and guidance: Good

The school is a safe and caring community that promotes pupils' wellbeing effectively. The school makes appropriate arrangements for promoting eating and drinking healthily. The school's procedures and policies ensure that provision for spiritual, moral, social and cultural development is good. There are effective procedures for promoting positive behaviour and pupils treat staff, visitors and fellow pupils with respect.

Llanelltyd (June 2015)

Care, support and guidance: Good

The school is a caring community and the high level of care and co-operation between staff and pupils contributes well to pupils' wellbeing..... Personal and social education receives good attention across the curriculum. There are daily collective worship sessions, which place a clear emphasis on pupils' spiritual, moral and social development. There are regular courses for pupils to understand the importance of caring for less fortunate people.

Hirael (June 2015)

Care, support and guidance: Good

The school is a happy and caring community in which adults and pupils show respect and care for each other. The school promotes pupils' spiritual, moral, social and cultural development well.

Beddgelert (June 2015)

Care, support and guidance: Good

The school is a very happy, safe and helpful community. There is a wide range of purposeful policies and procedures in place to promote health and wellbeing. There are effective procedures for promoting positive behaviour. There are signs around the school that promote values such as respect and courtesy and a poem written by pupils which confirms their commitment to these values, is displayed with pride. The school promotes spiritual, moral and social development effectively through activities such as 'Fy llofnod'(My Signature), 'Llaw Personoliaeth' (Hand of Personality) and 'Sut berson ydw i' (What kind of person am I?) during religious education lessons.

School: Morfa Nefyn

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- the self-evaluation is based on lesson observations, evaluations of work
- pupils and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education – progress in learning

- Almost every pupil makes consistently good progress in RE lessons with a good number making excellent progress.
- Most of the pupils well recall their previous learning and effectively acquire cognition and good skills about RE features.
- The children offer improvisatory prayer before writing appropriate hymns.
- They show great ability to explain reasons for moral features during the lessons showing integrity, tolerance and fairness very well.
- The pupils can talk confidently about their religion and explain the purpose of worship.
- Having learnt about school regulations, almost every child could confidently discuss ‘home’ rules and then work imaginatively to think about rules themselves at ‘home’. The work was recorded in ITC poster format.

Matters for attention

Continue to regularly bring aspects of RE to the pupils attention in the classroom.
Continue to study other religions through various themes.
Continue to set a variety of engaging tasks in RE lessons.

Excellent		Good	*	Adequate		Unsatisfactory
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Key Question 2: How good is the provision in Religious Education?

- Self-evaluation should focus on the following indicators: the time allocated to the subject, subject-based information, the teachers expertise and professional development, suitability of the programme of study and range of learning resources used.
- Evaluation of lesson observations and pupils work allow headteachers and heads of department to form an opinion about quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the ‘People, Beliefs and Questions’ provision for Foundation Phase learners as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

Teaching: planning and range of strategies

- The teachers are well informed about the Christian’s religion and research is held in information books and various websites to discover other religions.
- Visitors from ethnic groups were invited in September 2015 to explain the ‘Hindu’ religion to the children. The children then compared the Christian religion with that of the Hindu through the classroom theme.
- There are indications that teachers present lively and contemporaneous lessons that promote respect towards racial difference and equality through various theme work. Artefacts are used to motivate the children, and this is done effectively.
- Stories and contemporary subjects are introduced through role play methods, verbal lessons and ITC. Consequently, the children are full of enthusiasm and gain a deeper grasp of the subject/field.
- Through classroom themes, a special area is created in the classes e.g. Cedar Board (Judaism) where the children play a role and re-create the situation of the Jews when celebrating the 1st Easter.
- Coleg y Bala is visited twice a year to develop the children’s understanding of the Easter story.
- RE receives particular focus in the classroom through various themes termly.

Matters requiring attention

Continue to present RE through Foundation Phase areas.
Visit religious buildings such as Bangor Mosque.

Excellent		Good	*	Adequate		Unsatisfactory
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Collective Worship

Key Question 2: How good is the provision for collective worship?

Does the collective worship meet the statutory requirements?	Yes	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on reviewing Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

- Morning service varies and sets the correct tone for the pupils at the beginning of every school day.
- Through our tight time-table, the pupils receive a variety of stories i.e. Bible stories, contemporary stories and practical tasks.
- The entire school regularly sing together traditional and contemporary hymns that add to the pupils understanding of collective worship.
- Our morning services have a special spiritual ethos and the pupils effectively contribute through sharing feelings and improvisatory prayer. They have opportunities to learn various religions so as to show others respect and empathy.
- Various services are held at the school with visitors from the outside coming to meditate with the children, consequently the children have a wide knowledge of collective worship and respecting others.
- The school holds a Thanksgiving Service in various buildings in the village e.g. Catholic Church, St Mary's Church and the Chapel. This enriches the pupils understanding of places of worship in the village and their use for collective worship.
- An honourable amount is raised annually for charities. Consequently, the pupils show empathy, respect, care and concern towards those less fortunate than them e.g. children in need (a day organized by the School Council) Christian Aid (Fair Trade/Africa Fram) collection at the Thanksgiving Service, without forgetting local charities such as Hope House, and Air Ambulance.
- The pupils are taught about the values of children from other areas and countries. Provision and the school's links with Annos Africa has an impact on the pupils and enhances their understanding.

Matters for attention regarding quality of Collective Worship.

None

Excellent	*	Good		Adequate		Unsatisfactory
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Signature: *Nia Wyn Williams* (Headteacher)

Date: 22/10/15

School: Ysgol Gynradd Beddgelert

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations 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 teachers assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education - progress in learning

Pupils standards in Religious Education are good throughout the school. Scrutiny reports on pupils books indicate good progress in the pupils work.

Almost all the pupils understand and can describe and discuss the main features of religious rituals, festivals and celebrations.

Most of the pupils can recall some religious beliefs, doctrines and practices investigated.

Almost every pupil can clearly explain what fairness, friendship, kindness and love towards others represent.

The pupils via the school council have organized fund-raising activities for Nepal and the Philipines and made a presentation to the Thanksgiving service on the Fair Trade theme. This is excellent practice.

'The pupils organize fund raising activities for good causes such as floods in the Phillipinos islands and fair trade, and this has a positive impact on the pupils awareness of others needs' ESTYN Report 2015

Every pupil from the school visits the local church to hold a Thanksgiving and Christmas service annually and occasionally visit the elderly to sing or display art work for the Eisteddfod.

Almost all the pupils can note similarities and differences across the religions.

The majority of the pupils understand symbolic language and use a range of religious vocabulary appropriately.

Almost every pupil is ready to discuss and ask questions about life, and the world around them very confidently.

Standards of literacy, numeracy, ITC and thinking skills

Books scrutiny reports note that good literacy, numeracy, ITC and thinking skills feature in the pupils work throughout the school and show progress.

'The majority of pupils effectively use their numeracy and literacy skills cross-curricularly' Estyn 2015

Matters for attention

Ensure that the religious education tasks challenge the more able pupils.

Develop Foundation Phase pupils ability to ask questions and express an opinion.

Excellent

Good

√

Adequate

Unsatisfactory

Key Question 2: How good is the provision in Religious Education?

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based information, specialization and the teachers professional development, suitability of the programmes of study and range of teaching resources used.
- Evaluation of lesson observations and pupils work enable headteachers and heads of department to form an opinion about quality of the teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the provision 'People, Faiths and Questions' for Foundation Phase learners as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

Teaching: planning and range of strategies

At the Foundation Phase, RE lesson is presented through Personal and Well-being activities and provide an opportunity for pupils to discuss matters such as - friendship, fairness, kindness through regular periods of Circle Time.

At Key Stage 2, a PPA teacher presents a weekly RE lesson and she has good subject-based information. The learning plans ensure progression and development in the pupils religious education skills.

Interesting visits are planned to local places of worship, and to Coleg y Bala. Religious artefacts are used to spur the pupils interest in RE. Good use is made of appropriate resources.
 Staff's willingness to investigate appropriate RE teaching methods is good eg through attending training courses, receive training and guidance from the Headteacher on assessment for learning.
 The teachers regularly use assessment for learning strategies in their teaching. It is observed when scrutinizing that the pupils set SC and have periods of reflection on each other's work.

Skills provision: literacy, numeracy, ITC and thinking

Activities are planned in detail and engagingly noting LNF skills and the Locally Agreed Syllabus. Various resources are used such as People, Faiths and Questions to encourage the pupils to think and express an opinion.

Matters to focus upon

Continue to focus on appropriate success criteria and reflect on the learning.
 Continue to provide a wide range of engaging and valuable experiences throughout the school.

Excellent		Good	√	Adequate		Unsatisfactory
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Collective Worship

Key Question 2: How good is provision for collective worship?

Does the collective worship comply with the statutory requirements?	Yes √	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

Daily collective worship is held at the school – twice for the whole school and three times in the classes.
 Pupils have an opportunity to participate through singing, responding, reading, holding services.
 The teachers take turns to hold whole school services weekly.
 For two years, KS2 pupils have jointly planned services e.g. Thanksgiving Service with the teacher. Almost every pupil participates in the services in the form of a theme such as Fair Trade, caring for animals and hands.
 Their recitation and reading skills are good and listening to others skills are very good – they always show respect towards others through listening and before responding confidently to the adults.
 The pupils have opportunities every fortnight to listen and participate in a service from Open the Book - a group of adults who have assembled from the area Chapels and Churches. During these periods, the pupils showed a robust understanding of Bible stories. The pupils are encouraged to pray aloud together or pray individually silently and they always do so confidently.

 The pupils have opportunities to listen and participate in a service held by specialists such as the Rector or Nia from Coleg y Bala through singing, responding to a poem, picture or question.
 The pupils are regularly encouraged to sing a hymn or other song of worship with others. This is excellent practice.

Matters for attention regarding quality of Collective Worship

Provide more opportunities for pupils to develop and lead services of collective worship.
 Maintain existing good practices at the school.

Excellent	√	Good		Adequate		Unsatisfactory
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Signature: Catrin Gwilym (Headteacher)

Date: 21/10/15

School: Hirael

Key Question 1: How good are the outcomes in Religious Education?							
<ul style="list-style-type: none"> The self-evaluation is based on lesson observations, evaluations 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 teachers assessments and/or examination results. 							
References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus							
Standards in Religious Education – progress in learning Pupils able to confidently use investigation and enquiry skills to find out specific information. Pupil groups across the ability range discuss and share ideas when collaborating on a specific task/s. Pupils can confidently express a view and provide reasons when discussing questions and inquire. Pupils have opportunities to work on thinking skills tasks so as familiarize with learning new vocabulary and knowledge. Pupil groups confidently present completed work so as to address the fundamental question at the end of the work unit/activity							
Matters to act upon Teachers to ensure that LNF requirements are included in the planning Develop extended writing within the field.							
Excellent		Good	*	Adequate		Unsatisfactory	
Key Question 2: How good is the provision in Religious Education?							
<ul style="list-style-type: none"> The following indicators should be considered during self-evaluation: the time that is allocated to the subject, teachers information about the subject, specialisation and professional development, the suitability of the programme of study and range of teaching resources used. An evaluation of lesson observations and pupils work enable headteachers and heads of department to form an opinion about quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards. Primary schools should refer to the ‘People, Beliefs and Questions’ provision for Foundation Phase learners and RE at KS2. Secondary schools should refer KS3, KS4 and KS5 (Religious Studies and Religious Education). 							
References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus							
The teaching: planning and range of strategies RE taught for an hour weekly. Programme of Study carefully divided so that all pupils have an opportunity to study an aspect of Christianity, and one of the world’s other religions and address questions about major global issues within each year. Use various teaching resources – reference books, visits to a location and by visitors, the Internet etc. Utilize the various ethnic background of the school’s pupils to learn about other faiths. The pupils are aware of and can confidently discuss the contribution made by religious leaders such as Martin Luther, Mother Teresa etc. The pupils are aware of various charities and their invaluable contribution towards improving the lives of others. The pupils are aware of the Bishop William Morgan’s contribution to religion/Christianity in Wales. Strengthen awareness of the Cwricwlwm Cymreig through discussing the story of Mari Jones and her Bible etc. Increasing use of thinking skills within the field promotes the pupils engagement and understanding in the lessons.							
Matters to address Further Develop Thinking and Independent Learning Skills within the field. Ensure that the LNF is purposefully integrated into the lesson/work plans.							
Excellent		Good	*	Adequate		Unsatisfactory	

Collective Worship

Key Question 2: How good is the collective worship provision?

Does the collective worship comply with the statutory requirements?

Yes

No

References: ESTYN Inspection Framework Section 2.3.1, 'Supplimentary guidance on Collective Worship inspection at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of the Collective Worship

Pupils have a daily opportunity to participate in collective worship

Classes in turn responsible for a monthly service.

Contents of services diverse respecting the various religions and faiths within the school. Focus on morality, Religious stories, Year/Terms Celebrations/current events.

Weekly Service presented by 'Open The Book' members from Bangor Cathedral provide opportunities for pupils to actively participate through acting.

Various opportunities to learn and sing songs of praise.

Matters to act upon regarding quality of Collective Worship

Provide an opportunity/ies for pupils to meditate at the end of a Service of worship.

Excellent

Good

*

Adequate

Unsatisfactory

Signed: *Valmai Davies*

(Headteacher)

Date: 9/10/15

School: Ysgol Llanaelhaearn

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations 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 teachers assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education - learning progress

- The pupils have high spiritual and moral standards. They make an effective and purposeful contribution, with most of them showing mutual respect and respect towards others.
- The majority of the pupils get on well and standards of behaviour are adequate. They are all courteous and most show mutual respect.
- Teachers prepare engaging lessons *e.g. visits to local places of worship, use religious artefacts;*
- Pupils respond well to units on other religions and ask valid questions;
- Local religious leaders regularly lead services;
- Through a lesson and discussions on global disasters, the pupils effectively discuss justice and fairness.
- At the weekly collective worship sessions, the pupils meditate and pray showing empathy, tolerance and concern for others.
- They have a good appreciation of other faiths as well as Christianity.
- The school succeeds in preparing pupils who achieve well and this is highlighted by their behaviour and courtesy.

Matters to address

- Continue to develop information about various religions focussing on learning about messages conveyed by religions on how to live in a devout manner.
- All pupils need to show mutual respect.

Excellent

Good

X

Adequate

Unsatisfactory

Key Question 2: How good is the provision in Religious Education?

- Self-evaluation should have regard to the following indicators: the time that is allocated to the subject, subject-based knowledge, specialization and the teachers professional development, the suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to form an opinion about quality of teaching in RE lessons at the school, and the extent to which pupils are encouraged and motivated to achieve high standards.
- Primary schools should refer to the 'People, Beliefs and Questions' provision for Foundation Phase learners as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

The teaching: planning and range of strategies

- The school plans appropriately for the subject. The lessons are carefully planned to instil interest and provide a range of valuable and engaging experiences and activities. The teachers plans are planned in detail and defined for communication, numeracy, thinking and ITC skills. The subject is appropriately scheduled at the school.
- Various teaching strategies are used when teaching RE to instil the pupils interest and the pupils respond positively and show satisfaction. Children’s experiences are enriched through a combination of good work on and off the premises through various visits and extra-curricular activities.
- Assessment for Learning is regularly used to enrich the provision. AfL strategies have been focussed upon as one of the SDP’s main priorities. The older pupils have developed to set their own s.c. to tasks. All the pupils, including FP, reflect at the end of focus tasks, analysing whether they have successfully achieved their task.
- RE ensures that the school’s entire curriculum is enriched - through teaching about Geography in the news and famous people associated with religion and morality.

Matters to address

- Ensure adequate resources and artefacts to teach the children about other beliefs and practices.
- Continue to seek opportunities to teach RE cross-curricularly.

Excellent

Good

X

Adequate

Unsatisfactory

Collective Worship

Key Question 2: How good is the collective worship provision?

Does the collective worship comply with the statutory requirements?

Yes

No

References: ESTYN Inspection Framework Section 2.3.1, ‘Supplementary guidance on Collective Worship inspection at non-denominational schools’ (ESTYN, September 2010), ‘Religious Education and Collective Worship’ (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

- A broad range of strategies are used during morning services to promote the pupils spiritual development. At collective worship sessions, the children have an active role and are encouraged to meditate, and become confident enough to offer improvisatory prayer.
- Members of the community are regularly invited to present religious services to the pupils – e.g. ‘Open the Book’ group.
- We ensure that moral, as well as spiritual aspects, form part of the services. Global events/disasters are focussed upon in services and lessons so as to develop empathy towards others.

Matters to address to improve quality of Collective Worship

- Periods of worship in the classes to be better structured.

- More religious singing (hymns etc.) in the collective worship sessions.

Excellent		Good	X	Adequate		Unsatisfactory	
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Signature : *G E Thomas* (Headteacher)

Date: 16/10/15

School: LLANELLYD

Religious Education

Key Question 1: How good are the outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations of pupils work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and the contents of an evaluation of teachers assessments and/or examination results.

References: Estyn Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education – progress in learning

The majority of pupils make robust progress in their learning and achieve well in the RE lessons throughout the school.

Throughout the school, the majority of the pupils listen attentively and are able to appropriately recall previous learning. By the end of the Foundation Phase, the majority listen attentively to instructions issued by adults and to verbal contributions from other pupils. They communicate increasingly correctly and confidently. By the end of key stage 2, many pupils confidently discuss their work in Welsh, doing so clearly and correctly. Their on-line radio appeal to assist the citizens of Nepal following the recent tragedy provides a good example of their verbal skills.

The majority of Foundation Phase pupils ask questions about their personal experiences, their environment and aspects of religion. By the end of the Foundation Phase, most of the pupils can express their personal views and feelings and start to realize that religious symbols have meanings and start to use religious vocabulary appropriately.

The majority of KS2 pupils can describe and explain religious faiths, doctrines and religious practices investigated. By the end of KS2, many of the pupils can explain how their feelings, actions and opinions impact their lives and the majority use a range of appropriate religious vocabulary.

Matters for attention

Ensure that pupils have adequate opportunities to develop their communication skills through religious themes. This will enable the targeting of an increase in pupil numbers achieving level 5 in RE at the end of KS2.

Excellent

Good

✓

Adequate

Unsatisfactory

Key Question 2: How good is the RE provision?

- The following indicators should be evaluated during self-evaluation: subject time allocation, subject-based information, teachers specialization and professional development, suitability of the programme of study and range of the learning resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to form an opinion on quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the 'People, Faiths and Questions' provision for Foundation Phase learners as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

The teaching: planning and range of strategies

A well-balanced and broad curriculum is provided that ensures appropriate balance, breadth, progression and cohesion through providing successful learning experiences that meet Foundation Phase and 2008 Curriculum and RE requirements in accordance with the locally agreed syllabus. The KS2 teacher jointly plans with KS2 teachers in the catchment-area as part of a teachers Network to use specializations of other teachers in the catchment-area in specific subjects that also ensures consistency and progression between KS2 pupils and the secondary school.

At the Foundation Phase, RE forms part of the schemes ensuring a continuous and extended focussed provision

At both key stages, the teachers plan responding to Agreed Syllabus requirements. Throughout the school, the planning provides thematic opportunities through the Cwricwlwm Cymreig that enable pupils to appreciate the significance, value and impact of an enriching Christian heritage. The thematic plans that encompass the local area provide pupils with opportunities to

ask fundamental questions about the meaning and purpose of life and the religion's impact and significance on religious ideation on society.

Planning at the Foundation Phase is firmly based on the six learning fields and provides pupils with an active role in their learning. FP class internal zones are appropriately developed to meet the requirements with the outside area still being developed to enrich the learning. Beneficial experiences and regular opportunities are provided to meet every pupil's requirements and interest whether he/she is a child with needs or more able and talented *e.g. take an active and leadership role in a project*. The provision ensures that pupils of all age-groups acquire relevant literacy and numeracy skills and appropriately respond to national Literacy and Numeracy Framework requirements, and the pupils books contains evidence that pupils have opportunities to nurture their literacy and numeracy skills through RE tasks/activities.

Sex education is well taught as part of our PSE, science and healthy school work. The school's Policy on Equal Opportunity and the Equality Policy lead to valuable opportunities and access for the child to all aspects of the curriculum. The policies are implemented and we are aware of the requirement to amend schemes to cater for pupils needs.

Children's experiences are enriched very well through various extra-curricular activities and the school takes every opportunity to work with the local christian community through visits to the Church at Llanelltyd. The school annually perform their Thanksgiving Service at the local Church. The Church community organizes fun activities for the pupils at the village Summer Fair.

Matters to address

Utilize the School Radio to provide opportunities for pupils to express feelings and opinion about various religious subjects. Ensure regular use of ITC throughout the school to develop pupils understanding and ability when dealing with subjects and religious aspects.

Excellent		Good	√	Adequate		Unsatisfactory
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Collective Worship

Key Question 2: How good is the collective worship provision?

Does the collective worship comply with the statutory requirements?	Yes	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on review of Collective Worship at non-denominational schools' (ESTYN, September 2010) , 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good aspects regarding quality of Collective Worship

Valuable collective worship sessions are held daily and the children are encouraged to make regular contributions and give an intelligent response when listening to and discussing matters within the Service. The local minister and the group of the local Church "Open the Book" hold regular visits that enrich our pupils spiritual development. The pupils hold an annual Thanksgiving Service, alternately in the local chapel and Church and the children share the gifts with the community's older residents. We also make an annual contribution towards activities and charities such as Christian Aid, Children In Need, Save the Children and Hope House and Ty'r Eos.

The pupils personal, spiritual, moral, social and cultural development are robustly incorporated in the curriculum and in the school's day to day procedures. This is a happy school where friendship is evident. The high values that assist the pupils to discriminate between right and wrong and encourages them to take responsibility for their actions are effectively promoted by the school.

There is good provision for the pupils spiritual development through holding lively and effective collective worship sessions, Thanksgiving Service, monthly services by Rev Angharad Griffiths and creative presentations by the local group "Open the Book." Our religious education plans provide regular

opportunities to look at life’s fundamental questions, to compare and wonder, to understand the practices and importance of other beliefs, to understand their role in the big scheme of things and understand their role in the future of the world as future citizens. A regular and good emphasis is placed on developing individuals who are considerate towards others and who are willing to play their part either in school or outside. The entire school staff lead by example and place an appropriate emphasis on every child’s moral development. The sense of respect in the close relationship between staff and pupils is nurtured through actions such as fairness and integrity.

There is fund-raising towards charities decided by the pupils, the money raised through this year’s Thanksgiving meeting was sent to Christian Aid to purchase resources for Farmers in Sudan and Red Noses Day and Children in Need Day are supported.

Matters to focus upon as regards quality of Collective Worship

Continue to maintain good practices of collective worship ensuring that collective worship occurs in various ways – whole school, daily individual classes and continue to invite Open the Book to provide the pupils with valuable experiences.

Excellent		Good	√	Adequate		Unsatisfactory	
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Signed: Llion Dwyrdd Huws (Headteacher)

Date: 20.10.15

School: Y Traeth

Religious Education

Key Question 1: How good are the outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations 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 teachers assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education – progress in learning

Pupils learning is progressing well at the FP and at KS2. The pupils are aware of the practices in various religions, able to recite stories from the Bible and listen and respond well during services held by local church members every fortnight when Bible stories are presented. The pupils work contains extended writing based on a religious text.

Matters to address

Ensure standard of extended writing work is consistent throughout the school.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Key Question 2: How good is Religious Education provision?

- The following indicators should be considered during self-evaluation: the time that is allocated to the subject, subject-based information, specialization and the teachers professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to form an opinion on quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the ‘People, Faiths and Questions’ provision for Foundation Phase learners as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

The teaching: planning and range of strategies

Religious Education are scheduled weekly and the Locally Agreed Syllabus is correctly followed. One teacher has taught the subject to all KS2 pupils for years and she therefore has thorough knowledge of the subject and has, following training and experience, developed specialization. There are plenty of appropriate resources at the school and regular use made of local churches and both rectors. .

Lesson observation throughout the school indicates that the pupils achieve good standards and are encouraged to achieve high standards. The FP hold mock services such as a marriage as part of the work on celebrations.

Matters to address

Following staffing changes this year, it must be ensured that the co-ordinator’s specialization is shared between the rest of the staff. ✓

Excellent		Good	✓	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is the provision for collective worship?

Does the collective worship meet statutory requirements?	Yes ✓	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on Collective Worship inspection at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

Daily services are held either as a whole school or in every class.
Local church members visit the school every fortnight to hold a morning Service reciting Bible stories "Open the Book".

Matters to address regarding quality of Collective Worship

Ensure that new staff comply with the procedure of holding a morning service in the class when no whole school service is held.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Signature: Elin Wyn Jones (Headteacher)

Date: 15/10/15

School: Dyffryn Nantlle

Religious Education

Key Question 1: How good are the outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations 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 teachers assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education – progress in learning

A broad range of tasks have been completed in the work books e.g. Dialogues, reports, letters, e-mail, as a form of extended response regarding controversial issues relating to the subject.

Books scrutiny reports also note that the pupils have a good grasp of the subject and confirms that many of the pupils have had opportunities to deal with fundamental questions, also looking at moral and contemporaneous questions. Robust comments are provided as feedback to improve the quality of pupils work. This leads to re-drafting and to raising the pupils level of achievement in the work.

Almost all KS3 pupils have made the expected progress at key stage 3, achieving their targets in the subject. Targets at Level 5+ were 94%, Level 6+ targets were 58% and level 7+ targets were 23%. The department met these targets. Many are able to well recall the information and subject skills introduced. Pupils answers to verbally asked questions, the work produced and test results attest to this. The majority of KS3 pupils are able to work independently and produce good work – the books and assessment tasks contain evidence of that. The majority of our pupils can provide written extended replies. The department has a robust tracking system and pupils are aware of how well they perform in meeting their target.

Books monitoring reports again confirm that that the pupils receive regular reading opportunities for information gathering, using ITC or reading materials. Books monitoring that is based on literacy framework requirements, has ensured and confirmed that the pupils receive robust opportunities to ensure improved literacy skills. Lessons observation report indicate that opportunities have been provided to develop thinking skills such as expressing an opinion, discussion and questioning.

At key stage 4, every pupil achieved a qualification in the subject A-G (100%). The target set for the department was 90% A* - C. 80% achieved this target namely 8/9 pupils. 60% of the class were awarded grades A*/A that represents a substantial improvement of +22.5% since the results for 2014. 4 pupils improved upon their subject target. Target set for A*/B was 60% and 70% achieved these grades - an improvement of 32.5% since 2014. Many KS4 pupils could recall information and subject skills already presented to them. The department’s test results and external examinations provides evidence of this. The majority of the pupils can work independently and produce work of a high standard. The majority of pupils at KS4+ provide good answers to extended questions – this skill requires improvement by medium/lower ability pupils.

Matters requiring action

Improve the pupils verbal contribution in lessons

Improve KS3 pupils extended answers

KS4 - Y 11 purposeful targeting to ensure that the department achieves the target of 70% A* - C

Excellent		Good	✓	Adequate		Unsatisfactory
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Key Question 2: How good is the provision in Religious Education?

- Self-evaluation should focus on the following indicators: subject time allocation, subject-based information, the teachers specialization and professional development, suitability of the programme of study and range of learning resources used.
- Evaluation of lesson observations and pupils work enable headteachers and heads of department to form an opinion about quality of teaching in RE lessons at the school, and the extent to which pupils are encouraged and motivated to achieve high standards.
- Primary schools should refer to the 'People, Beliefs and Questions' provision for Foundation Phase learners as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

Teaching: planning and range of strategies

Year 7,8 and 9 pupils are taught one lesson weekly in the subject. At KS4, 3 lessons a week are earmarked for the subject. Pupils study a range of subjects at both key stages. This year the subject is only taught by the Head of Department.

New schemes of work have been prepared since 2014 and the task of adapting them is ongoing, so as to ensure a focus on fields such as literacy, numeracy and ITC. The books contain robust evidence that the pupils skills in the subject are developing well.

Books scrutiny exercises indicate that the work provides extended writing development opportunities. KS3 pupils possess good writing skills. Regular opportunities are provided to develop pupils reading skills and this term, developing the eight reading behaviours in lessons has received specific focus. Tasks include strategies such as scanning and skimming which are prominent in the schemes of work and in pupils books.

Lesson observations indicate that quality of teaching is good in the subject.

KS4- The department needs to develop more extended writing opportunities for pupils in preparation for the GCSE examination. KS4 pupils standard of reading is good. KS4 pupils ITC skills indicate the ability to investigate and present reports on specific subjects.

The statutory RE is presented during the PSE and BAC lessons. The time-table is also frozen at specific times of the year in compliance with the statutory requirement.

Matters requiring action

Develop more verbal tasks

Develop more numeracy/ITC tasks

Need to look at the school curriculum at KS4 so as to strengthen the statutory provision

Excellent		Good		Adequate	✓	Unsatisfactory	
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Collective Worship

Key Question 2: How good is the collective worship provision?

Does the collective worship comply with the statutory requirements?

Yes ✓

No

References: ESTYN Inspection Framework 2.3.1, 'Supplementary guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good aspects of quality of Collective Worship

The school implements a policy on Collective Worship. Aspects presented include morality tales, Bible Stories with a social and spiritual element. Class, whole school and key stage services are held at the school.

Matters to act upon regarding quality of Collective Worship

Improve quality of whole school services at KS3 and KS4

Excellent

Good

Adequate

✓

Unsatisfactory

Signed: Alwen Pennant Watkin (Headteacher)

Date: 07.10.15

School: Y GADER

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations 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 teachers assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education – progress in learning

KS3: The department regularly evaluates the standard of outcomes in the subject and plans for improvement. The department sets specific targets for each year and annually adapts the schemes of work and assessments to try and achieve these targets.

2012-3 – target set of increasing number of boys achieving level 5. Two year 9 assessment tasks adapted so as to provide boys with a more attractive course.

2013-4 – target to raise number of pupils achieving success to reach level 6. The assessment tasks were adjusted presenting clear descriptions of individuals levels and targeting for level 6.

2014-5 – target of increasing number of pupils succeeding to level 7. This year, the department has made much greater use of the school’s tracking procedure to raise the teacher and pupils awareness of the target set for each individual in the subject and to identify and respond to examples of under-achievement.

	Level 4	Level 5 or above	Level 6 or above	Level 7
2014-5	8.9%	91%	41.7%	17.9%

The comparison data between boys and girls in the subject is favourable - with the boys this year substantially out-performing the girls. (12 pupils had reached level 7 – with 9 of them boys).

KS4: The school's GCSE results have been very consistent over a 10 year period. The results are consistently amongst the best in Gwynedd. The majority of the pupils achieve their highest grade in this subject. A substantial amount of work has been done over the past 5 years providing effective review materials – religious teaching cards, review handbook and Powerpoint presentation for each of the eight GCSE units. After school review sessions are held. Pupils regularly self-evaluate their progress and set improvement targets in the subject. The department tries to support every pupil throughout the two years at KS4 contacting parents if required to organize additional support.

GCSE Results 2014-5: (20 pupils had sat the GCSE examination)

Had reached A/A* - 57% of the boys and 100% of the girls.

Cohort A* / C - boys 85.7% and girls 100%

One boy achieved ‘D’ grade, - he comes under the A* - G cohort.

The department had achieved the subject target this year 95%.

Average subject score was 53. This score substantially exceeded the other subjects average score (45) and the subject score at every school (45)

Matters to focus upon

- Continue to support and encourage every KS4 pupil to achieve the highest possible grade.
- The schemes of work will require adjusting during 2014-15 as the school moves back to teach KS3 in mixed ability groups. The department envisages a challenge for planning so that the level 7 target pupils are set a sufficient challenge to achieve their potential in a mixed ability group. The assessment tasks will need to be adjusted for these new groups.

Excellent		Good	✓	Adequate		Unsatisfactory
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Key Question 2: How good is Religious Education provision?

- Self-evaluation should consider the following indicators: the time that is allocated to the subject, subject based information, specialization and the teachers professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to form a view about quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to reach high standards.
- Primary schools should refer to the 'People, Faiths and Questions' provision for Foundation Phase learners and RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

Teaching: planning and range of strategies

- Traditionally, Religious Education has received equitable time allocation on the school time-table. Every KS3 pupil is allocated 2 50 minute lessons each weekly. GCSE groups are allocated 3 lessons of 50 minutes weekly. For two years, the KS4 Statutory Religious Education groups have been allocated one 50 minute lesson weekly.
- Because the RE teacher has taught 7 lessons of Statutory RE this year, 4 KS3 classes have been taught by unqualified teachers in the subject. These teachers have received guidance from the head of department. A detailed scheme of work, the entire work sheets, reading materials, assessment tasks and Powerpoint presentations have been provided for these teachers by the head of department. The head of department will assess a sample of assessment tasks set for learning group and monitor the books of each group.
- The subject head has a degree in Bible Studies and has over 30 years experience of teaching the subject at Ysgol y Gader. She strives to up-date his expertise in the subject through attending every appropriate course that is offered, through reading widely about the subject and looking at relevant educational Internet sites. Regular opportunities will also be provided at the school to discuss and look at colleagues work. Effective collaboration within the Humanities faculty provides the three teachers with an opportunity to share good learning and teaching practice.
- The department's KS3 programme of study is base don the national model Framework for RE. The department has planned a syllabus which studies the 10 fields spanned by the Framework and assesses the subject's three main skills.
- The school follows GCSE syllabus/WJEC Option B.
- KS4 Statutory RE lessons follow a course prepared by the teacher and that also contributes to Welsh Bac qualifications and the 'Working With Others' Key Skill.
- The department invests less annually in new resources due to the reduced expenditure in the educational world. It is now difficult to purchase books and greater use is made of the Internet and of Youtube presentations in the classroom.
- The school has a lessons observation programme and the Head of Humanities and a management team member monitor quality of learning. The last lesson observed was graded as 'good'.
- Every pupil is aware of his target grade in the subject through a sheet placed on the work book cover. The sheet notes the target for the end of KS3 and the grade awarded for every extended assessment task assessed during the year. These grades are input into the school's tracking system and any under-attainment will become evident to the head of department as she regularly analyses this data. The deaprtment, Head of Humanities and Head of Key Stage are involved in the process of trying to raise pupils achievement. Parents receive detailed reports at the annual parents evenings - referring to classowrk, written work, oracy and every pupil's extended assessment tasks. Two or three targets on how to improve will be discussed with the pupil and his/her parents.
- All KS4 pupils will be awarded a target grade based on their attainment at the end of year 9. This grade will serve as the starting point for year 10 and the grade awarded to around half the pupils will be raised during KS4 as the pupils make progress. Every pupil's success is celebrated and approved in positive comments on work – verbal and written. The teacher will invest much time ensuring that every KS4 pupils has a confident grasp of the answering style used for every question that appears on the examination paper.

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Matters for attention

- More extended tasks need to be planned for KS4 pupils who follow the GCSE course, tasks that will reinforce the literacy framework.
- More group investigative tasks need to be planned for the same pupils – to promote the independent learning skills of the weakest pupils.

Excellent		Good	√	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is the collective worship provision?

Does the collective worship comply with statutory requirements?	Yes	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on Collective Worship inspection at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

- Services of worship are regularly held during the registration period. Resources have been recommended for the class teachers to use when planning the worship e.g. file of appropriate readings and prayers. Several also use the services contained on the Beibl.net. site.
- Fewer services of worship have been held in the hall during 2014-5
- Most pupils have a positive attitude regarding participation in collective worship.
- Occasionally, the RE teacher has provided a Service to use at the whole school services on Monday morning - with the worship led by the principal officers.
- A substantial number of Jehovah's Witnesses choose not to attend the whole school worship.
- During 2014-5, a local cleric led the whole school worship (St Marys Priest) – at Christmas

Matters for attention regarding quality of Collective Worship

- Arrangements have already been made for the RE teacher to have non-contact time during the school year 2015-6 to prepare a regular Service for the whole school services on Monday morning. She will also prepare two shorter classroom services during the week.
- During 2015-6, the school will re-establish holding a morning Service once a week for KS3 and once for KS4 – as well as the whole school worship on Monday morning. The class teachers will organize this worship.
- During 2015-6, there will be a need to monitor that every class receive a regular opportunity to hold 'collective worship'.

Excellent		Good		Adequate	√	Unsatisfactory	
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Signed: David Jones (Headteacher (acting))

Date: 4/6/15

Agenda Item 8

2.3.1 Asesiadau athrawon a chanlyniadau arholiadau allanol yn y sector uwchradd

Asesiadau athrawon: Addysg Grefyddol CA3

Mae adrannau yn dod i farn am gyflawniad disgyblion ar sail gwaith y flwyddyn, tasgau asesu a phroffion ac yn defnyddio canfyddiadau'r rhaglen safoni genedlaethol (2010-12) a chanllawiau Llywodraeth Cymru i'w cynorthwyo:

- Addysg Grefyddol: Canllawiau ar gyfer Cyfnodau Allweddol 2 a 3 (2011)
- Proffiliau Enghreifftiol Dysgwyr yng Nghyfnodau Allweddol 2 a 3 mewn Addysg Grefyddol: Canllawiau Ychwanegol (2011)

Nid yw Adran Addysg a Sgiliau Llywodraeth Cymru yn casglu canlyniadau CA3 Addysg Grefyddol felly nid oes modd cymharu perfformiad ysgolion uwchradd Môn gydag ysgolion eraill ar draws Cymru. Mae CYNNAL yn casglu data perfformiad CA3 ar ran awdurdodau Môn (M), Gwynedd (G) a Chonwy (C).

Blwyddyn	Ysgolion M+G+C*	Disgyblion		%L5+		%L6+		%L7+	
		Gwynedd	M+G+C	Gwynedd	M+G+C	Gwynedd	M+G+C	Gwynedd	M+G+C
2015	5(5)+13(14)+0(0)	1,142	1,790	94.0		60.9		24.8	
2014	5(5)+11(14)+0(0)	1,048	1,659	94.0	91.7	61.6	55.3	21.0	19.6
2013	5(5)+5(14)+1(7)	462	1,242	93.5	88.7	68.4	52.3	24.9	18.2
2012 ^o	5(5)+13(14)+4(7)	1,265	2,577	87.0	82.7	51.2	43.2	16.4	12.5
2011	3(5)+11(14)+2(7)	1,150	1,773	81.8		40.7		12.5	

* Erbyn Hydref 2015 roedd 13 allan o 14 ysgol yng Ngwynedd wedi cyflwyno data perfformiad CA3, 5 allan o 5 ysgol uwchradd ym Môn. Nid oedd yr ysgolion arbennig wedi cyflwyno asesiadau athrawon ar gyfer addysg grefyddol. Nid yw CYNNAL wedi casglu data perfformiad ysgolion Conwy ers 2013.

^o Daeth y broses o gymedroli portffolios addysg grefyddol i ben yn Haf 2012, felly gellid tybio bod cysondeb yn nealltwriaeth yr ysgolion o'r lefelau cyrhaeddiad

- Cyflwynodd 13 o ysgolion uwchradd Gwynedd data asesiadau athrawon o gyrhaeddiad eu disgyblion ar ddiwedd CA3: Dyffryn Ogwen, Dyffryn Nantlle, Brynrefail, Eifionydd, Y Gader, Uwchradd Tywyn, Y Berwyn, Ardudwy, Y Moelwyn, Friars, Tryfan, Syr Hugh Owen, Glan y Môr.
- Nid yw CYNNAL wedi derbyn data perfformiad CA3 oddi wrth: Botwnnog.
- Aseswyd 1,142 o ddisgyblion CA3 yn Haf 2015.
- Cyflawnodd 94% o ddisgyblion CA3 Gwynedd Lefel 5+ mewn Addysg Grefyddol, sy'n gyson â chanlyniadau 2014. Mae'r ganran a dderbyniodd Lefel 5+ yn amrywio o 87.9% i 98%;
- Cyflawnodd 60.9% o ddisgyblion CA3 Gwynedd Lefel 6 mewn Addysg Grefyddol, sy'n 0.7% llai nag yn 2014. Mae'r ganran a dderbyniodd Lefel 6+ yn amrywio o 31.5% i 77.2%.
- Cyflawnodd 24.8% o ddisgyblion CA3 Gwynedd Lefel 7+ mewn Addysg Grefyddol, sy'n 3.8% yn fwy nag yn 2014. Dyfarnwyd Lefel 7 i ddisgyblion ymhob ysgol ac mae'r canran yn amrywio o 13% i 36.7%
- Dyfarnwyd Lefel 3 neu is i ddisgyblion mewn 2 ysgol.
- Roedd 25 disgybl (2.2%) yng Ngwynedd yn deilwng o L8 mewn addysg grefyddol.

Canlyniadau TGAU: Astudiaethau Crefyddol (cwrs llawn)

Mae'r data yn cynrychioli disgyblion oedd yn 15 oed neu'n hŷn yn Ionawr 2014.

	Nifer o ysgolion	Nifer o ymgeiswyr			% Rhagoriaeth			% L2			% L1			Sgôr cyfartalog y pwnc		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2015	12	117	262	371	20.5	39.7	33.8	65.0	83.6	77.8	99.1	100.0	99.7	40	46	44
2014	12	111	220	331	27.9	40.0	36.0	71.2	80.9	77.6	100.0	100.0	100.0	42	46	45
2013	12	126	262	388	38.9	46.6	44.1	79.4	84.7	83.0	100.0	100.0	100.0	45	47	46
2012	10	113	190	303	37.2	44.7	41.9	76.1	83.2	80.5	100.0	100.0	100.0	44	46	45
2011	12	128	266	394	24.2	41.7	36.0	62.5	75.9	71.6	99.2	96.2	97.2	40	43	42
2010		42	97	139	14.3	36.1	29.5	61.9	90.7	82.0	92.9	99.0	97.1	36	42	40

Nid yw sgôr cyfartalog y disgyblion yn eu pynciau eraill ar gael i'r arweinydd system. O ganlyniad mae'n amhriodol i gymharu perfformiadau ysgolion. Fodd bynnag, mae adrannau Addysg Grefyddol yn gallu cael mynediad i ddata sy'n dangos sut mae'r ymgeiswyr wedi perfformio mewn pynciau eraill. Fe'u cynghorir i ddefnyddio'r wybodaeth hyn yn eu hunan arfarniad.

Canlyniadau da

- 371 ymgeisydd o 12 ysgol yng Ngwynedd sy'n 40 yn fwy nag yn 2014. Sgôr cyfartalog y pwnc yw 44, un pwynt llai na llynedd. Nid oes ymgeiswyr o Ysgol Uwchradd Tywyn. Mae ymgeiswyr Ysgol Ardudwy yn teithio i Ysgol Eifionydd er mwyn dilyn cwrs TGAU.
- Mae'r nifer o ddisgyblion mewn dosbarthiadau yn amrywio o 10 disgybl mewn un ysgol i 143 mewn ysgol arall.
- 33.8% o'r ymgeiswyr yn derbyn graddau A*/A (rhagoriaeth) sy'n 2.2% yn llai na llynedd. 77.8% o ymgeiswyr yn ennill cymhwyster level 2 (A*- C), sy'n 0.2% yn fwy na llynedd.
- Mae 99.7% ymgeisydd wedi derbyn cymhwyster Lefel 1.
- Mae mwy o ferched na bechgyn yn dewis Astudiaethau Crefyddol fel opsiwn TGAU (B 117 : G 262).
- Mae canlyniadau'r merched yn rhagori ar ganlyniadau'r bechgyn. Mae sgôr cyfartalog y merched yn 46 mewn cymhariaeth a sgôr cyfartalog y bechgyn o 40. Mae +8 yn cynrychioli gradd TGAU. Mae canlyniadau L2 eleni yn awgrymu bod y bwlch (18.6%) rhwng safonau'r bechgyn a'r merched wedi cynyddu am y trydydd blwyddyn yn olynol. Mae'r bwlch rhwng y ganran o fechgyn a genethod sy'n cyflawni Rhagoriaeth yn 19.2% sy'n uwch na'r bwlch yn 2014 (12.1%), 2013 (7.7%) a 2012 (7.5%).

Canlyniadau TGAU: Astudiaethau Crefyddol (cwrs byr)

Mae'r data yn cynrychioli disgyblion oedd yn 15 oed neu'n hŷn yn Ionawr 2014. Mae'r disgyblion hyn wedi penderfynu hawlio eu pwyntiau am y cwrs byr TGAU yn hytrach na pharhau gyda'u hastudiaethau am ail flwyddyn.

	Nifer o ysgolion	Nifer o ymgeiswyr			% Rhagoriaeth			% L2			% L1			Sgôr cyfartalog y pwnc		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2015	4	56	51	107	3.6	13.7	8.4							15	17	16
2014	7	122	168	288	25.4	40.4	34.0							23	26	25
2013	9	145	253	398	0.0	0.0	0.0	71.0	79.1	76.1	97.2	97.6	97.5	21	23	22
2012	3	17	38	55	0.0	0.0	0.0	58.8	84.2	76.4	100.0	100.0	100.0	18	22	20
2011	6	121	134	255	0.0	0.0	0.0	46.3	67.2	57.3	100.0	100.0	100.0	18	21	19
2010		223	323	546	0.9	3.7	2.6	62.8	82.4	74.4	100.0	100.0	100.0	22	25	23

Nid yw sgôr cyfartalog mewn pynciau eraill yr ymgeiswyr ar gael i'r arweinydd system. O ganlyniad mae'n amhriodol i gymharu perfformiadau ysgolion. Fodd bynnag, mae adrannau AG yn gallu cael mynediad i'r data hyn. Fe'u cynghorir i ddefnyddio'r data hyn yn eu hunan arfarniadau adran.

Argymhellion CYSAG i Awdurdod Addysg Gwynedd

- Sicrhau bod athrawon addysg grefyddol yn cael mynediad i arweiniad pynciol bwrdd arholi CBAC;
- Cau'r bwlch rhwng perfformiad y bechgyn a'r merched.
- Hwyluso cymunedau dysgu proffesiynol i athrawon addysg grefyddol er mwyn rhannu arferion da.

2.3.2 Teacher assessment and external examination results in the secondary sector

Teacher assessments: Religious Education KS3

Departments judge pupils' attainment on the basis of the year's work, specific assessment tasks and tests and use the findings of the national moderation programme (2013-12) and Welsh Government guidance to verify their judgements:

- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 and KS3 in Religious Education: Supplementary Guidance (2011)

The Welsh Government does not collect KS3 Religious Education data, so it is inappropriate to compare the performance of Gwynedd schools with schools across Wales. However, CYNNAL does collect KS3 data on behalf of Anglesey (A), Gwynedd (G) and Conwy (C) local authorities*.

Year	Schools	Pupils		%L5+		%L6+		%L7+	
		M+G+C*	Gwynedd	M+G+C	Gwynedd	M+G+C	Gwynedd	M+G+C	Gwynedd
2015	5(5)+13(14)+0(0)	1,142	1,790	94.0		60.9		24.8	
2014	5(5)+11(14)+0(0)	1,048	1,659	94.0	91.7	61.6	55.3	21.0	19.6
2013	5(5)+5(14)+1(7)	462	1,242	93.5	88.7	68.4	52.3	24.9	18.2
2012 ^o	5(5)+13(14)+4(7)	1,265	2,577	87.0	82.7	51.2	43.2	16.4	12.5
2011	3(5)+11(14)+2(7)	1,150	1,773	81.8		40.7		12.5	

* By the end of October 2015, every 13 out of 14 secondary schools in Gwynedd had submitted KS3 performance data, 5 out of 5 secondary schools in Anglesey and 0 out of 0 schools in Conwy. Special schools did not submit teacher assessments for religious education.

^o The moderation of religious education portfolios was completed in Summer 2012. This suggests therefore that there is a consistency in schools' understanding of the attainment levels.

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

GCSE Results: Religious Studies (full course)

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

	No. of schools	No. of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2015	12	117	262	371	20.5	39.7	33.8	65.0	83.6	77.8	99.1	100.0	99.7	40	46	44
2014	12	111	220	331	27.9	40.0	46.0	71.2	80.9	77.6	100.0	100.0	100.0	42	46	45
2013	12	126	262	388	38.9	46.6	44.1	79.4	84.7	83.0	100.0	100.0	100.0	45	47	46
2012	10	113	190	303	37.2	44.7	41.9	76.1	83.2	80.5	100.0	100.0	100.0	44	46	45
2011	12	128	266	394	24.2	41.7	36.0	62.5	75.9	71.6	99.2	96.2	97.2	40	43	42
2010		42	97	139	14.3	36.1	29.5	61.9	90.7	82.0	92.9	99.0	97.1	36	42	40

The average score achieved by the pupils in all subjects is not available to the system leader. Consequently it is inappropriate to compare performances of schools. However, RE departments will be able to access data to show how their candidates performed in other subjects and are advised to use this information in their self-evaluation.

SACRE's Recommendations to Gwynedd Council

- Ensure that RE teachers are able to access the subject guidance offered by WJEC;
- Close the gap between boys' and girls' performance;
- Facilitate professional learning communities for religious education teachers to share good practice.

Asesiadau athrawon CA3 / KS3 Teacher assessment 2015

Ysgol Dyffryn Ogwen (63)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	4.8 (3)	30.2 (19)	50.8 (32)	14.3 (9)	0.0 (0)	0.0 (0)	95.2 (60)	65.1 (41)	14.3 (9)	5.75
Ysgol Botwnnog (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
Ysgol Brynrefail (119)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	3.4 (4)	24.4 (29)	37.0 (44)	35.3 (42)	0.0 (0)	0.0 (0)	96.6 (115)	72.3 (86)	35.3 (42)	6.04
Ysgol Dyffryn Nantlle (82)	0.0 (0)	1.2 (1)	0.0 (0)	0.0 (0)	1.2 (1)	0.0 (0)	3.7 (3)	36.6 (30)	35.4 (29)	22.0 (18)	0.0 (0)	0.0 (0)	93.9 (77)	57.3 (47)	22.0 (18)	5.66
Ysgol Eifionydd (79)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	3.8 (3)	19.0 (15)	62.0 (49)	15.2 (12)	0.0 (0)	0.0 (0)	96.2 (76)	77.2 (61)	15.2 (12)	5.89
Ysgol Y Gader (66)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	9.1 (6)	48.5 (32)	22.7 (15)	19.7 (13)	0.0 (0)	0.0 (0)	90.9 (60)	42.4 (28)	19.7 (13)	5.53
Ysgol Y Moelwyn (58)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	12.1 (7)	22.4 (13)	37.9 (22)	27.6 (16)	0.0 (0)	0.0 (0)	87.9 (51)	65.5 (38)	27.6 (16)	5.81
Ysgol Uwchradd Tywyn (54)	0.0 (0)	1.9 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	9.3 (5)	57.4 (31)	18.5 (10)	13.0 (7)	0.0 (0)	0.0 (0)	88.9 (48)	31.5 (17)	13.0 (7)	5.26
Ysgol Y Berwyn (50)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	2.0 (1)	28.0 (14)	40.0 (20)	30.0 (15)	0.0 (0)	0.0 (0)	98.0 (49)	70.0 (35)	30.0 (15)	5.98
Ysgol Ardudwy (56)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	3.6 (2)	26.8 (15)	48.2 (27)	21.4 (12)	0.0 (0)	0.0 (0)	96.4 (54)	69.6 (39)	21.4 (12)	5.88
Ysgol Friars (169)	0.0 (0)	0.6 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	4.7 (8)	42.0 (71)	23.7 (40)	21.9 (37)	7.1 (12)	0.0 (0)	94.7 (160)	52.7 (89)	29.0 (49)	5.81
Ysgol Tryfan (90)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	6.7 (6)	24.4 (22)	32.2 (29)	36.7 (33)	0.0 (0)	0.0 (0)	93.3 (84)	68.9 (62)	36.7 (33)	5.99
Ysgol Syr Hugh Owen (146)	0.7 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	2.1 (3)	30.8 (45)	40.4 (59)	21.2 (31)	4.8 (7)	0.0 (0)	97.3 (142)	66.4 (97)	26.0 (38)	5.92
Ysgol Glan y Môr (110)	0.9 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.9 (1)	10.0 (11)	37.3 (41)	33.6 (37)	11.8 (13)	5.5 (6)	0.0 (0)	88.2 (97)	50.9 (56)	17.3 (19)	5.57
Ysgol 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
Ysgol 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 (1142)	0.2 (2)	0.3 (3)	0.0 (0)	0.0 (0)	0.1 (1)	0.1 (1)	5.4 (62)	33.0 (377)	36.2 (413)	22.6 (258)	2.2 (25)	0.0 (0)	94.0 (1073)	60.9 (696)	24.8 (283)	5.80

Canlyniadau TGAU 2015 (cwrs llawn) /GCSE results (full course) 2015

2015	Number of candidates			% Excellence			% L2			% L1			Average subject score		
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
Ysgol Dyffryn Ogwen	1	12	13	0.0	16.7	15.4	0.0	66.7	61.5	100.0	100.0	100.0	34	42	41
Ysgol Botwnnog	8	8	16	0.0	25.0	12.5	12.5	87.5	50.0	100.0	100.0	100.0	28	45	36
Ysgol Brynrefail	4	14	18	25.0	42.9	38.9	50.0	92.9	83.3	100.0	100.0	100.0	36	47	45
Ysgol Dyffryn Nantlle	1	9	10	100.0	55.6	60.0	100.0	77.8	80.0	100.0	100.0	100.0	52	46	47
Ysgol Eifionydd	7	9	16	42.9	66.7	56.3	85.7	88.9	87.5	100.0	100.0	100.0	45	50	48
Ysgol Y Gader	6	15	21	33.3	60.0	52.4	100.0	100.0	100.0	100.0	100.0	100.0	47	50	49
Ysgol Y Moelwyn	7	19	26	28.6	78.9	65.4	100.0	94.7	96.2	100.0	100.0	100.0	46	52	51
Ysgol Y Berwyn	7	17	24	28.6	17.6	20.8	71.4	76.5	75.0	100.0	100.0	100.0	44	43	44
Ysgol Friars	58	85	143	19.0	27.1	23.8	63.8	72.9	69.2	100.0	100.0	100.0	40	43	42
Ysgol Tryfan	11	21	32	18.2	42.9	34.4	54.5	90.5	78.1	90.9	100.0	96.9	35	46	43
Ysgol Syr Hugh Owen	2	32	34	0.0	59.4	55.9	100.0	93.8	94.1	100.0	100.0	100.0	43	50	50
Ysgol Glan y Môr	5	21	26	0.0	23.8	19.2	60.0	90.5	84.6	100.0	100.0	100.0	36	44	43
661	117	262	379	20.5	39.7	33.8	65.0	83.6	77.8	99.1	100.0	99.7	40	46	44

Canlyniadau TGAU 2015 (cwrs byr) /GCSE results (short course) 2015

2015	Number of candidates			% Excellence			% L2			% L1			Average subject score		
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
Ysgol Botwnnog	2	0	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8	0.0	8
Ysgol Y Berwyn	10	9	19	0.0	11.1	5.3	0.0	0.0	0.0	0.0	0.0	0.0	19	20	20
Ysgol Friars	23	23	46	0.0	4.3	2.2	0.0	0.0	0.0	0.0	0.0	0.0	14	16	15
Ysgol Tryfan	21	19	40	9.5	26.3	17.5	0.0	0.0	0.0	0.0	0.0	0.0	16	18	17
661	56	51	107	3.6	13.7	8.4	0.0	0.0	0.0	0.0	0.0	0.0	15	17	16



Huw Lewis AC / AM
Y Gweinidog Addysg a Sgiliau
Minister for Education and Skills

Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref
Ein cyf/Our ref HL/01574/15

Libby Jones

Libby.Jones@wrexham.gov.uk

7 September 2015

Dear Libby

Thank you for your e-mail dated 11 August regarding proposed changes to Religious Education (RE).

Firstly, I would like to make it absolutely clear that I am not removing RE from the curriculum in Wales, despite what some of the tabloid press might allege. In my view, RE has a vitally important role to play in supporting learners to explore their personal beliefs and values in our 21st century, multicultural society. I am instead considering how RE, philosophy and ethics might be strengthened within the context of the new Humanities Area of Learning and Experience.

As such, in June, I announced my support for the development of a new curriculum in Wales by accepting, in full, the recommendations contained within the Successful Futures report by Professor Graham Donaldson, including recommendation 9 which relates to RE remaining as a statutory curriculum requirement.

Your support and contribution to Professor Donaldson's review has been valuable and the vision that has been set out for a new curriculum in Wales is, both, exciting and ambitious. The scope and scale of the change has radical and wide-ranging implications for our education system.

In line with the recommendations in Professor Donaldson's report, I am determined that our schools and practitioners, as well as other key stakeholders, will be at the forefront of the design and development of our new curriculum.

I have invited regional education consortia to work with their schools – primary, secondary and special – to apply to become Pioneer Schools. These schools will lead on the design and development of the new curriculum, as part of an all-Wales partnership, alongside other key stakeholders.

Meaningful engagement will be essential to achieving the vision set out in Professor Donaldson's report – a vision that I share. For this reason, I very much welcome your offer of support. Further details of how you and others can be involved in this process will be communicated in due course. We are currently developing a plan which will set out how Professor Donaldson's recommendations will be taken forward - this will be published in the autumn.

I am aware that you have a regular meeting scheduled with my officials on 24th September at which I understand these issues will be discussed, I have asked my officials to provide me with an update following this meeting.

Finally, I would like to take this opportunity to reassure you that the changes to our curriculum going forward will be subject to full public debate and consultation.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'Huw Lewis'.

Huw Lewis AC / AM
Y Gweinidog Addysg a Sgiliau
Minister for Education and Skills



Agenda Item 11

Cyfarfod Cymdeithas CYSAGau Cymru, Yr
Wyddgrug, 25 Mehefin 2015 (10.30am – 3pm)

*Wales Association of SACREs meeting, Mold, 25 June
2015 (10.30am – 3pm)*

<p>Ynys Môn / Anglesey Bethan James Rheinallt Thomas</p> <p>Blaenau Gwent Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Vicky Thomas</p> <p>Caerffili/ Caerphilly Vicky Thomas</p> <p>Caerdydd / Cardiff Gill Vaisey</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry</p> <p>Ceredigion Lyndon Lloyd</p> <p>Conwy Phil Lord Nicholas Richter Roger Boon Athrawes (Phil i gael yr enw)</p>	<p>Sir Ddinbych / Denbighshire Gavin Craigen Phil Lord Brian H. Jones</p> <p>Sir y Fflint / Flintshire Phil Lord Y Cyngh. Chris Bithell Y Cyngh. David Mackie Mr Ron Keating</p> <p>Gwynedd Bethan James</p> <p>Merthyr Tudful / Merthyr Tydfil Y Cyngh./ Vicky Thomas Ernie Galsworthy</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot</p> <p>Casnewydd / Newport Huw Stephens Vicky Thomas</p> <p>Sir Benfro / Pembrokeshire</p>	<p>Powys John Mitson Margaret Evitts</p> <p>Rhondda Cynon Taf Gill Vaisey</p> <p>Abertawe / Swansea Vicky Thomas</p> <p>Torfaen /Torfaen Vicky Thomas</p> <p>Bro Morgannwg / Vale of Glamorgan Gill Vaisey</p> <p>Wrecsam / Wrexham Libby Jones</p> <p>Sylwedyddion / Observers</p> <p>Eldon Phillips (MAGC)</p>
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**Cyfarfod Cymdeithas CYSAGau Cymru, Yr
Wyddgrug, 25 Mehefin 2015 (10.30am – 3pm)**

*Wales Association of SACREs meeting, Mold, 25 June
2015 (10.30am – 3pm)*

Cofnodion

Minutes

<p>1. Cyflwyniad a chroeso</p> <p>Yn absenoldeb Tania ap Sion, cadeiriwyd y cyfarfod gan yr Is Gadeirydd, Gavin Craigen.</p> <p>Croesawodd Gavin Craigen yr aelodau i Sir y Fflint a chyflwynodd Mr Ian Budd – Prif Swyddog Addysg Cyngor Sir y Fflint. Rhoddodd Ian Budd anerchiad croeso i aelodau Cymdeithas CYSAGau Cymru, a chytunodd y gallai Libby Jones atodi'r anerchiad yn llawn at y cofnodion.</p> <p>Diolchodd Gavin i Ian Budd am ei groeso a'i gefnogaeth i'r gymdeithas. Diolchodd Gavin hefyd i'r côr o Ysgol Uwchradd Sant Richard Gwyn, Y Fflint, am eu canu hyfryd a oedd i'w glywed wrth i'r aelodau gyrraedd y cyfarfod.</p> <p>2. Adfyfrio tawel</p> <p>Gofynnodd Gavin i'r aelodau feddwl am y cyfarfod oedd i ddod, a hefyd am y bobl, yn enwedig plant, mewn gwledydd eraill sy'n wynebu caledi mawr ar hyn o bryd.</p> <p>3. Ymddiheuriadau</p> <p>Tania ap Sion, Edward Evans, Sue Cave, Tudor Thomas, Leslie Francis, Sharon Perry-Philips, Y Cyngh. Huw George, Helen Gibbon, Meinir Loader.</p> <p>Cynigiodd Gavin fod CCYSAGauC yn</p>	<p>1. Introduction and welcome</p> <p>In Absence of Tania ap Sion, Vice Chair Gavin Craigen stood in as Chair for the meeting.</p> <p>Gavin Craigen welcomed members to Flintshire and introduced Mr Ian Budd- Chief Education Officer of Flintshire County Council. Ian Budd delivered a welcome speech to WASACRE members, which he kindly agreed for Libby Jones to attach in full to the minutes.</p> <p>Gavin thanked Ian Budd for his words of welcome and support for the association. Gavin also thanked the choir from Sir Richard Gwyn High School, Flint for their beautiful singing which greeted members on arrival to the meeting.</p> <p>2. Quiet reflection</p> <p>Gavin asked members to reflect on the meeting ahead, and also on the people, especially children, in other countries who are currently facing hardships.</p> <p>3. Apologies</p> <p>Tania ap Sion, Edward Evans, Sue Cave, Tudor Thomas, Leslie Francis, Sharon Perry-Philips, Cllr Huw George, Helen Gibbon, Meinir Loader.</p> <p>Gavin proposed WASACRE send a letter</p>
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<p>anfon llythyr o ddiolch a dymuniadau gorau i Tudor Thomas o CBAC a fydd yn ymddeol o'i swydd ar ddiwedd yr haf, ac felly ddim yn mynychu cyfarfodydd CCYSAGauC mwyach. Roedd yr aelodau'n cydnabod perthynas hirhoedlog Tudor â'r Gymdeithas a'i gefnogaeth a'i gyfeillgarwch gwerthfawr. Bydd Libby Jones yn ysgrifennu ac yn anfon y llythyr i Tudor cyn diwedd y tymor.</p>	<p>of thanks and best wishes to Tudor Thomas from WJEC who will be retiring from his post at the end of the summer, and therefore will no longer be attending WASACRE meeting. Members acknowledged Tudor's long standing relationship with the Association and his most valued support and friendship. Libby Jones will write and send the letter to Tudor before the end of term.</p>
<p>4. Cofnodion y cyfarfod a gynhaliwyd yn CNPT, 6 Mawrth 2015</p>	<p>4. Minutes of meeting held in NPT, 6 March 2015</p>
<p>Derbyniwyd y cofnodion fel cofnod cywir o'r cyfarfod.</p>	<p>The minutes were accepted as a true record of the meeting.</p>
<p>5. Materion yn codi</p>	<p>5. Matters arising</p>
<p>Tudalen 6, Eitem 6. Bagloriaeth Cymru. Mynegodd yr aelodau bryder am gymhwyster newydd Bagloriaeth Cymru sy'n gwthio TGAU Addysg Grefyddol allan fel pwnc dewisol. Erbyn hyn mae gan y Fagloriaeth golofn yn y dewisiadau mewn ysgolion, lle byddai Astudiaethau Crefyddol wedi'i leoli yn naturiol. Dywedwyd fod rhai myfyrwyr yn cymryd AC fel pedwerydd dewis ac na fydd cyfle iddynt wneud hynny bellach mewn rhai ysgolion. Cytunodd Vicky Thomas fod amser wedi'i dynnu o Addysg Grefyddol mewn rhai ysgolion ar gyfer y Fagloriaeth, ond sicrhodd yr aelodau nad oes rhaid ei chyflwyno felly. Cynigiwyd fod CCYSAGauC yn gofyn am ymateb gan CBAC ynglŷn ag Astudiaethau Crefyddol a Bagloriaeth</p>	<p>Page 6, Item 6. Welsh Baccalaureate. Member expressed concern over the new Welsh Bacc qualification squeezing out the Religious Studies GCSE as an option subject. The Welsh Bacc now has a column in the option choices in schools in which RS would have naturally be situated. It was pointed out that some students take RS as a fourth option and now they won't have that opportunity in some schools. Vicky Thomas agreed that in some schools time has been clawed from RE for Welsh Bacc, but assured members that it doesn't have to be delivered in that way. Vicky urged WASACRE and individual SACREs to keep a watching brief on the situation. It was proposed that WASACRE seek a response from WJEC regarding RS and</p>



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Cymru a phenderfynwyd y byddai Libby Jones yn ysgrifennu at Tudor Thomas cyn iddo ymddeol er mwyn ceisio cael ymateb gan CBAC cyn cyfarfod nesaf y Pwyllgor Gwaith yn yr hydref. Anogwyd y CYSAGau unigol i holi beth sy'n digwydd yn eu hysgolion nhw ac adrodd yn ôl i CCYSAGauC, a chynigiwyd fod CCYSAGauC yn ysgrifennu at y CYSAGau i ofyn iddynt fonitro'r sefyllfa yn swyddogol. Cadarnhaodd Mary Parry o CYSAG Sir Gaerfyrddin eu bod yn gwneud hyn yn barod. Awgrymwyd y byddai arolwg CCYSAGauC cyffredinol, i'w anfon i bob CYSAG, yn ddefnyddiol. Nododd Mary hefyd fod un ysgol yn Sir Gaerfyrddin wedi ceisio dysgu modiwl ar gyfer Bagloriaeth Cymru yn amser AG craidd, yn hytrach na TGAU Astudiaethau Crefyddol, ond heb fawr o lwyddiant. Mae'r ysgol wedi adfer Astudiaethau Crefyddol TGAU yn lle hynny.

Tudalen 4, Eitem 5. Materion yn codi - Cynrychiolaeth ar Gyngor AG Cymru a Lloegr. Cadarnhaodd Gavin Craigen fod y sefyllfa wedi cael ei thrafod yng nghyfarfod diwethaf y Pwyllgor Gwaith. Anfonwyd llythyr cryf at Joyce Miller, Cadeirydd presennol y Cyngor, yn tynnu sylw at y ffaith fod y Cyngor AG ar gyfer Cymru a Lloegr, ac yn mynegi siom a phryder parhaus y Gymdeithas am y trefniadau presennol o gael cynrychiolaeth o Gymru ar y Bwrdd. Nododd Gavin fod pob un o'r eitemau ar

the Welsh Baac and it was decided that Libby Jones would write to Tudor Thomas before his retirement begins to encourage a response from WJEC before the next Executive meeting in the autumn. Individual SACREs were encouraged to ask their own schools what is happening and report back to WASACRE, and it was proposed that WASACRE writes to SACREs to ask them to officially monitor the situation. Mary Parry from Carmarthenshire SACRE confirmed that they are doing this already. It was suggested that a generic WASACRE survey, sent to each SACRE would be useful. Mary also commented that one school in Carmarthenshire has tried teaching a module for the Welsh Baac in KS4 core RE time, instead of RS GCSE but with little success. The school have now brought back the GCSE RS instead.

Page 4, Item 5. Matters arising- Representation on RE Council for England and Wales. Gavin Craigen confirmed that the situation was discussed at the last executive meeting. A firm letter was sent to Joyce Miller, current Chair of REC, pointing out that the RE Council is for both England and Wales and expressed the Association's continued disappointment and concern regarding the current arrangements for the representation of Wales on the Board. Gavin commented that all



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<p>yr agendâu ar hyn o bryd ac yn hanesyddol yn canolbwyntio ar Loegr a bod nemor ddim trafodaeth am addysg yng Nghymru yn digwydd, heblaw'r Bwrdd yn cael diweddariadau byr gan gynrychiolwyr o Gymru pan maent yn bresennol. Atgoffodd Eldon Philips yr aelodau fod tri chorff yn cael eu cynrychioli yng nghyfarfodydd cyffredinol y Cyngor AG a bod MAGC yn mynychu'r cyfarfodydd cyffredinol yn rheolaidd. Cynigiodd Gill Vaisey, er mwyn bod yn deg, y gallai CCYSAGauC ofyn fod o leiaf un sedd yn cael ei diogelu ar y Bwrdd Gweithredol i gynrychiolydd o Gymru a hefyd o leiaf un sedd i gynrychiolydd o Loegr. Teimlid y byddai hyn yn gyfaddawd da. Diolchodd Gavin Craigen i Gill am ei hawgrym a chadarnhaodd fod Joyce Miller, wedi cynnig cyfarfod a siarad â CCYSAGauC er mwyn dod o hyd i ateb. Bydd CCYSAGau yn gweithredu ar hyn.</p> <p>Tud 15, Eitem 7. Ennyn Diddordeb Bechgyn mewn AG. Cyfeiriodd un o'r aelodau at sylwadau Leslie Francis fod angen ymchwil bellach i faes bechgyn/dynion a chrefydd. Dywedodd yr aelod fod y farchnad Gofal wedi mynd yn Farchnad fawr ac y gellid gwneud ymchwil i ystyried sut y mae crefydd wedi cael effaith ar hyn. Gallai/dylai addysg grefyddol mewn ysgolion ddarparu sail foesol gref o urddas i ferched a bechgyn sy'n symud i faes gofal. Nododd Gavin Craigen fod AG yn berthnasol i wahanol fathau o waith ac y</p>	<p>agendas items are currently and historically England focussed and that little or no discussion of Welsh education takes place, other than the Board receiving brief updates from welsh representatives when present. Eldon Philips reminded members that there are three bodies represented at RE Council general meetings and that REMW is regularly in attendance at the general meetings. Gill Vaisey proposed that in order to remain fair WASACRE could request that at least one seat is safeguarded on the Executive Board for a representative from Wales and also at least one seat is safeguarded for a representative from England. It was felt that this might be a good compromise. Gavin Craigen thanked Gill for her suggestion and confirmed that Joyce Miller, has offered to meet and talk with WASACRE in order to find a solution. WASACRE will follow this up.</p> <p>P15. Item 7. Engaging Boys in RE. Member referred to the comments of Leslie Francis regarding further research needed in the area of boys/males and religion. The member pointed out that the Care market has become a large Market and that research could be carried out to look at how religion has had an impact on this. Religious education in schools should/could provide a strong moral basis of dignity for girls and boys moving into the area of care. Gavin Craigen commented that RE is relevant for different kinds of employment and</p>
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<p>gallem edrych ar hyn y fanylach a sicrhau fod AG yn cael ei lle. Roedd yr aelodau'n gytûn fod gan AG le pwysicach nag erioed y dyddiau hyn.</p> <p>Tud 15, Eitem 7. Ennyn Diddordeb Bechgyn mewn AG. Dywedodd Mary Parry, er bod y cofnodion yn nodi na ellir cynnwys ei chyflwyniad ar wefan CCYSAGauC am resymau hawlfraint, ei bod yn fodlon i CYSAGau ei ddefnyddio ac y gall hi roi copïau i unrhyw un sydd â diddordeb ond iddynt wneud cais.</p> <p>6. Diweddariadau:</p> <p>Adolygiad cwricwlwm:</p> <p>Cadarnhaodd Mary Parry fod CCYSAGauC wedi anfon ymateb ar ran y CYSAGau i Adroddiad Donaldson. Mae'r Gweinidog wedi dweud ei fod yn derbyn yr egwyddorion, ond nid ydym yn gwybod y manylion hyd yma. Sylwodd Phil Lord na fydd y cwricwlwm newydd arfaethedig yn cael ei weithredu tan 2020 ac mae CYSAGau eisoes wedi oedi ar yr adolygiad o'r meysydd llafur cytûn. Gofynnodd pa gyngor all y Gymdeithas ei roi i'r CYSAGau. Roedd Gill Vaisey'n meddwl tybed a oedd angen gwneud unrhyw beth o ran adolygu oherwydd ar hyn o bryd maent yn seiliedig ar y cwricwlwm presennol sydd heb newid eto felly tan fod hynny'n digwydd nid oes angen newid. Atgoffodd Gavin yr aelodau nad oes raid i ni gadw at y cylch 5 mlynedd ac felly, cyn gynted ag y gwyddom beth</p>	<p>we could look at this more closely and ensure that RE has its place. Members agreed that RE has more important a place than it has ever had today.</p> <p>Page 15, Item 7. Engaging Boys in RE. Mary Parry pointed out that although the minutes state that her presentation cannot be included on the WASACRE website for copyright reasons, that she is happy for SACREs to use it and can provide copies to those who are interested on request.</p> <p>6. Up-dates:</p> <p>Curriculum review:</p> <p>Mary Parry confirmed that WASACRE sent a response on behalf of the SACREs to the Donaldson report. The Minister has said he accepts the principles, but as yet we do not know the detail. Phil Lord raised the issue that the implementation of the new, proposed curriculum won't be until 2020 and SACREs have already delayed the review of the agreed syllabus. He asked what advice can the Association give to SACREs. Gill Vaisey offered her thoughts asking if there is any need to do anything with regard to reviewing as currently they are based on the current curriculum which hasn't yet changed so until it does there is no need to change. Gavin reminded members that we don't have to keep to the 5 year cycle and so, as soon as we know what the changes are we can make the appropriate changes to our agreed</p>
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<p>yw'r newidiadau, gallwn wneud y newidiadau priodol i'n meysydd llafur cytûn a chynnal yr adolygiad. Dywedodd Bethan James fod athrawon Gwynedd a Môn yn pryderu fod yr adroddiad yn un radical a'i bod yn bosibl nad yw athrawon yn gyffredinol yn sylweddoli faint o newid sydd ar y gorwel. Byddai o fudd codi hyn ym mhob cyfarfod er mwyn cadw i fyny â'r datblygiadau diweddaraf a bod yn barod am y newid hwnnw. Ychwanegodd yr aelod o Gonwy y bydd yn anodd i athrawon, bydd yn rhaid iddynt feddwl yn wahanol, ac yn y bôn dechrau o'r dechrau. Cytunodd yr aelodau fod angen i CCYSAGauC gymryd rhan yn y drafodaeth honno fel y gallwn gefnogi'r athrawon. Dywedodd Gavin ein bod yn ddiolchgar iawn i NAPfRe sy'n rhoi canllawiau a chymorth ar y mater pwysig hwn.</p> <p>7. Cyflwyniad NAPfRE:</p> <p>Hyfforddiant Addoli ar y Cyd CYSAG Wrecsam – <i>Libby Jones</i></p> <p>Diolchodd yr aelodau i Libby am rannu'r cyflwyniad powerpoint am addoli ar y cyd a sut i'w gyflwyno'n effeithiol, a grëwyd ac a ddefnyddiwyd gan CYSAG Wrecsam. Cafwyd cwestiynau o'r llawr a thrafodwyd y syniadau canlynol:</p> <p>Mae Addoli ar y Cyd yn rhan bwysig o ddatblygiad plant fel unigolion ac fel dinasyddion byd-eang; budd gwobrwyo</p>	<p>syllabi and have the review. Bethan James raised a concern of teachers from Gwynedd and Anglesey on how radical the report is and that teachers in general may not realise how much change there is on the horizon. It would be beneficial to raise this at every meeting in order to keep up with the latest developments and be ready for that change. Member from Conwy added that it is going to be difficult for teachers, they will have to think differently, and basically start from scratch. Members agreed that WASACRE needs to get involved in that discussion so that we can support teachers. Gavin commented that we are very grateful to NAPfRE who provide guidance and support on this important matter.</p> <p>7. NAPfRE presentation:</p> <p>Wrexham SACRE Collective Worship training – <i>Libby Jones</i></p> <p>Members thanked Libby for sharing the training powerpoint about collective worship and how to deliver it effectively, created and used by Wrexham SACRE. Questions were taken from the floor from which the following ideas were discussed:</p> <p>Collective worship as an important part of a child's development as individuals and as a global citizens; the benefit of</p>
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disgyblion am arddangos gwerthoedd da yn hytrach na chyflawniadau academaidd neu chwaraeon; gwahanol ffyrdd o ledaenu hyn yn cynnwys hyfforddi Penaethiaid ac uwch arweinwyr yn hytrach nag athrawon, cyfarfodydd Ffederasiwn y Penaethiaid a WASH, defnyddio'r cyfryngau yn fwy effeithiol, Cynhadledd Genedlaethol CCYSAGauC.

Prosiect Gweithio mewn Partneriaeth–
Phil Lord

Diolchwyd i Phil am ei gyflwyniad lle y rhannodd astudiaethau achos o ymarfer da o ran gweithio mewn partneriaeth rhwng ysgolion ac eglwysi. Roedd un enghraifft yn seiliedig ar stori'r Pasg lle y defnyddiodd disgyblion Mwy Abl a Thalentog o chwe ysgol gynradd ac un ysgol uwchradd iPads a thechnoleg arall i ymchwilio i stori'r Pasg gyda chynrychiolwyr y ffydd Gristnogol yn Llandudno. Rhannodd Phil hefyd ddeunyddiau a gwybodaeth am gynhadledd chweched dosbarth ar 'ymgysylltu ysbrydol' gydag adnoddau Lat Blaycock.

Cafwyd cwestiynau o'r llawr yn cynnwys, sut mae athrawon yn llwyddo i ymestyn diddordeb y disgyblion yn ôl yn yr ysgol i sicrhau fod y cwestiynau sy'n deillio o'r gweithgaredd yn cael eu hateb ac nid eu hanwybyddu. Awgrymodd Phil y gellid cyflwyno gweithgareddau addas yn y dosbarth yn dilyn y gynhadledd er mwyn annog trafodaeth bellach ac ehangu datblygiad dysgu a moesol y

having pupil awards for having and displaying good values as opposed to academic and sporting achievements; various avenues for dissemination including training Heads and senior leaders instead of teachers, Heads' Federation meetings and WASH, using media more effectively, WASACRE National Conference.

Partnership working project – *Phil Lord*

Phil was thanked for his presentation in which he shared case studies of good practice partnership working between schools and churches. One example was based on the Easter story where More Able and Talented pupils from six primaries and one secondary school used iPads and other technology to investigate the Easter story with Christian faith representatives in Llandudno. Phil also shared materials and information about a Sixth form conference on 'spiritual engagement' using Lat Blaycock's resource.

Questions were taken from the floor including, how teachers cope with extending the engagement of pupils back in school to ensure that the questions evoked from the activity are answered and not ignored. Phil suggested that appropriate activities during form time could be introduced following the conference to encourage further discussion and extend learning and



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<p>myfyrwyr.</p> <p>Nododd Bethan James fod AG statudol yn aml yn cael ei weld fel ‘blwch arall i’w dicio’ a bod yr astudiaethau achos hyn yn dangos pa mor werthfawr yw AG ac y dylai pob un o’r astudiaethau achos fynd i ysgolion. Ychwanegodd ei bod yn angenrheidiol ein bod yn rhoi rhyddid i ysgolion ddysgu AG yn y modd hwn.</p> <p>8. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 11 May 2015</p> <p>Tynnodd Gavin Craigen sylw at rai o’r prif bwyntiau yn yr adroddiad, er enghraifft, mae’r holiadur ar-lein yn dal i gael sylw. Mae ymateb CCYSAGauC i adroddiad Donaldson wedi cael ei anfon. Bydd cyfarfod gyda Gavin Craigen a Libby Jones o CCYSAGauC a’n cysylltiadau yn Llywodraeth Cymru ar 24 Medi. Bydd yr eitem addoli ar y cyd ar yr agenda yn cael sylw, gydag astudiaethau achos am addoli ar y cyd yn cael eu datblygu a’u rhannu ar wefan CCYSAGauC ynghyd â dogfennau canllaw CCYSAGauC ac Estyn. Rhannwyd cyflwyniad hyfforddi CYSAG Wrecsam yn barod yn y cyfarfod a gellir ei rannu’n ehangach fel ag y trafodwyd yn flaenorol yn y cofnodion, ac fe’i rhoddir hefyd ar wefan CCYSAGauC.</p> <p>9. <i>Signposts</i>: cynllun gan Gyngor Ewrop – <i>Phil Lord</i></p> <p>Rhoddodd Phil gyflwyniad ar y ddogfen</p>	<p>spiritual development in students</p> <p>Bethan James commented that often statutory RE is seen as ‘another’ box to tick’ and that these case studies show how valuable RE is and each of the case studies should go to schools. She added that it is necessary for us to give schools the freedom to teach RE in this way.</p> <p>8. Report from the Executive Committee held on 11 May 2015</p> <p>Gavin Craigen highlighted some of the main points within the report, for example, the online questionnaire is still being pursued. The submission of WASACRE’s response to the Donaldson report has been sent. There will be a meeting with Gavin Craigen and Libby Jones from WASACRE and our Welsh Government contacts on 24 September. The collective worship item on the agenda will be pursued, with case studies for collective worship being developed and shared on the WASACRE website along with the WASACRE and Estyn guidance documents. Wrexham SACRE’s training presentation has already been shared at the meeting and can be shared more widely as previously discussed in the minutes and will be put on the WASACRE website.</p> <p>9. <i>Signposts</i>: a Council of Europe initiative – Phil Lord</p> <p>Phil presented on the Signposts document</p>
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Signposts sydd eisoes wedi’i chyhoeddi gan EFTRE, ac a fydd ar gael i bob ysgol yn Ewrop drwy wefan EFTRE. Mae’r ddogfen yn amlinellu ac yn disgrifio beth ddylai addysg grefyddol fod ac yn awgrymu dull cyffredin ar draws Ewrop. Cynigiodd Rheinallt Thomas fod y ddogfen yn mynd i gyfarfod cyswllt Llywodraeth Cymru ym mis Medi. Holodd aelod CYSAG Conwy am y tir cyffredin rhwng y gwledydd a’r diwylliannau gwahanol a gynrychiolir ar EFTRE, ac atebodd Phil fod brwdfrydedd athrawon ar draws Ewrop yr un fath ag yng Nghymru. Dywedodd Phil ymhellach fod Cymru ar y blaen gan ein bod yn eisoes yn gwneud llawer o’r hyn sydd yn y ddogfen. Mae gwledydd eraill yn dechrau ar lefelau amrywiol islaw Cymru ac er bod rhai gwledydd sy’n dysgu AG mewn ffordd debyg i Gymru, mae yna nifer o wledydd sy’n dysgu AG yn wahanol ac yn defnyddio dull mwy enwadol. Diolchodd Gavin i Phil unwaith eto am ei gyflwyniad a’i adroddiad diddorol.

10. Gohebiaeth

Darllenodd Libby Jones yr ymateb a gafwyd gan Ann Keane, Prif Swyddog Addysg a Hyfforddiant yng Nghymru i’r llythyr a anfonwyd iddi gan CCYSAGauC yn diolch am ei chefnogaeth ac yn dymuno’n dda iddi yn y dyfodol. Yn ei llythyr dywedodd Ann Keane mai’r Prif Arolygydd newydd fydd Meilyr Rowlands.

which has been recently published by EFTRE, and which will be available to all schools in Europe via the EFTRE Website. The document outlines and describes what religious education should be and suggests a commonality across Europe. Rheinallt Thomas proposed that the document should be taken to the Welsh Government contact meeting in September. Conwy SACRE member enquired about the common ground between the different countries and cultures represented on EFTRE, to which Phil responded that the passion of the teachers across Europe is the same as in Wales. Phil commented further that Wales are leading in terms of what we already do in the document. Other countries start at varying levels below Wales and that whilst there are some countries who teach RE in a similar way to Wales there are many countries that teach RE differently and use a more confessional approach. Gavin thanked Phil once again for his presentation and interesting report.

10. Correspondence

Libby Jones read the response received from Ann Keane, Chief Inspector of Education and Training in Wales to the letter WASACRE sent thanking her for her support and wishing her well in her future. In her letter Ann Keane shared the name of the next Chief Inspector, Meilyr Rowlands.



**Cyfarfod Cymdeithas CYSAGau Cymru, Yr
Wyddgrug, 25 Mehefin 2015 (10.30am – 3pm)**

*Wales Association of SACREs meeting, Mold, 25 June
2015 (10.30am – 3pm)*

<p>Rhodddwyd sylw i'r ohebiaeth ddiweddar gan y Cyngor Addysg Grefyddol ynghynt ar yr agenda.</p> <p>Adroddodd Libby Jones fod tri chais am wybodaeth ynglŷn â thynnu allan o AG wedi'u derbyn gan wahanol ysgolion yng Nghymru a bod cyngor wedi'i anfon at bob un. Cadarnhaodd Gill Vaisey y bydd hi'n gweithio ar y canllawiau i ysgolion ar dynnu allan o wersi, yn yr haf.</p> <p>Rhannodd Libby Jones wybodaeth a dderbyniwyd gan Nia Mair Jones o Lywodraeth Cymru ynghylch digwyddiadau i gofio am y Rhyfel Byd Cyntaf a grant sydd ar gael i bob adran mewn ysgol, nid yr adran hanes yn unig. Bydd Libby Jones yn gofyn am i'r wybodaeth hon fod ar gael ar wefan CCYSAGauC.</p> <p>11.U.F.A.</p> <p>Siaradodd Rheinallt Thomas ar ran Mudiad Addysg Grefyddol Cymru ac eglurodd, oherwydd y sefyllfa yng Nghymru gyda nifer o Awdurdodau Lleol ddim yn tansgrifio i MAGC bellach, bu'n rhaid i'r Mudiad wneud newidiadau. Sicrhaodd yr aelodau fod MAGC yn 'dal yn fyw' ac yn dal yn gysylltiedig â'r Cyngor Addysg Grefyddol ac RENews ac yn y blaen. Gallai Rheinallt gadarnhau hefyd fod y mudiad yn dal i gynhyrchu RE Ideas a'u bod wedi cynhyrchu taflen a anfonwyd i bob ALL, eglwysi ayb i hysbysebu eu gwasanaethau ac i ofyn am</p>	<p>The recent REC correspondence was covered under previous agenda items.</p> <p>Libby Jones reported that three requests for information regarding withdrawal from RE had been received from different schools across Wales and that advice had been sent to each accordingly. Gill Vaisey confirmed that she will be working on the guidance for schools on withdrawal procedures in the summer.</p> <p>Libby Jones shared information received from Welsh Government's Nia Mair Jones regarding the First World War commemorations and a grant that is available to all departments in school not just the history department. Libby Jones will ask for this information to be made available on the WASACRE website.</p> <p>11.A.O.B.</p> <p>Rheinallt Thomas spoke on behalf of REMWales and explained that as a result of the situation in Wales with many LA's not subscribing to REMW anymore the organization has been forced to make changes. He assured members that REMW is 'still alive' and still has relationships with REC and RENews etc. Rheinallt was also able to confirm that the movement still produces RE Ideas and have produced a flyer which has gone out to all LA's and churches etc to advertise its services and to request help with RE ideas from teachers. Sam Jesson from Wrexham will be assisting the</p>
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<p>gymorth gydag RE Ideas gan athrawon. Bydd Sam Jesson o Wrecsam yn helpu'r mudiad gyda RE Ideas y flwyddyn nesaf. Mae Mudiad Addysg Grefyddol Cymru yn dathlu 50 mlynedd o wasanaeth i AG a bydd llyfr ar hanes y Mudiad yn cael ei gyhoeddi cyn hir a bydd ar gael i CYSAGau fel ffeiliau PDF. Diolchodd Rheinallt i CCYSAGauC am ei chefnogaeth barhaus.</p> <p>12. Dyddiad y cyfarfod nesaf: 25 Tachwedd 2015, Blaenau Gwent, Ebbw Vale</p> <p>Dyddiadau cyfarfodydd yn y dyfodol:</p> <p>Gwanwyn 2016 Sir Benfro; Haf 2016 Sir Ddinbych; Hydref 2016 Sir Gaerfyrddin; Gwanwyn 2017 Sir Fynwy.</p>	<p>movement with RE Ideas next year. REMW celebrates 50 years of service to RE and a book on REMW's history will be published soon and available for SACREs on PDF files. Rheinallt thanked WASACRE for its continued support.</p> <p>12. Date for next meeting: 25 November 2015 Blaenau Gwent, Ebbw Vale</p> <p>Future meeting dates:</p> <p>Spring 2016 Pembrokeshire; Summer 2016 Denbighshire; Autumn 2016 Carmarthenshire; Spring 2017 Monmouthshire.</p>
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Welcome to WASACRE- Ian Budd

I would like to welcome you all here this morning to the Wales Association of SACREs summer term meeting. I am Ian Budd and I am the Chief Education Officer here in Flintshire, Vice Chair of ADEW following three years as Chairman and Lead Director for GwE, the North Wales Education Consortium.

There is no doubt that the changes to school improvement services across Wales have had an impact on the way SACREs are able to undertake their functions to monitor, challenge and support Religious Education and Collective Worship.

There are opportunities out there for faith partners to refresh and renew their capacity and engagement with school improvement practice and their wider partnerships with Welsh Government and the Local Government Family.

The changes to school improvement services as part of the national model also specifically focus (steeped in international learning and research on effective practice) on promoting school to school support networks, including curriculum leader networks and peer to peer tailored improvement support, including mentoring and coaching within and across schools.

Today's agenda supports the promotion of good practice in regards to Collective Worship. There is an opportunity to see the opportunities our young people have to work with faith communities. There is also the opportunity to look at the recommendations from a cross European document promoting good practice in Religious Education.

Religious Education supports many values that enable young people to become lifelong learners. It enables learners to engage with important questions about life and our existence. Learners need the ability to be able to explore and be able to rationalise their own and other people's beliefs about a range of issues. In our ever-increasing intercultural world, we all need to practice the art of empathy, compassion and tolerance whilst being able to stay true to one's own beliefs and heritage. Lifelong learners acquire skills, whether they be academic, personal or social all of which can be addressed in the Religious Education classroom.

Within the world of education, we live in exciting, changing and challenging times. One in which good practice and teacher development will be found within and disseminated across classrooms. More open classrooms, and a more open culture in which we all recognise that we are learners, with learning to share and learning to gain from others. This conference has the privileged position of bringing teachers, local councillors and faith representatives together to challenge, learn from and support each other. I hope that as you listen and think about the issues raised in the presentations today you will be able to feed back to your own areas that which will enhance the lives of our young people and improve the quality of learning and teaching that goes on in our schools daily.