

Standing Advisory Council for Religious Education

GWYNEDD ANNUAL REPORT

September 2016 - August 2017

Head of the Education Department

Mr Arwyn Thomas

CONTENT

SECTION 1: EXECUTIVE SUMMARY

1.1 Introduction by SACRE Chairman: Councillor E Selwyn Griffiths

SECTION 2: ADVICE TO GWYNEDD COUNCIL

2.1 SACRE's function in relation to Religious Education

2.2 The Locally Agreed Syllabus

2.3 How good are standards?

2.4 The response of Gwynedd Council

2.5 Religious Education and the Welsh Government

2.6 Religious Education and ESTYN

2.7 SACRE's function in relation to Collective Worship

SECTION 3: ANNEXES

3.1 General information about the composition of SACRE

3.2 Membership of Gwynedd SACRE 2016-17

3.3 SACRE meetings held during the reporting period

3.4 A list of organisations which receive the SACRE

3.5 Template provided by Gwynedd SACRE for schools as they self-evaluate standards in Religious Education.

3.6 Guidance for analysing external examination

**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

I am pleased to present the Gwynedd SACRE Annual Report for the academic year 2016 - 17. The report clearly outlines the various matters that the members discussed during the year *e.g. scrutiny of the school self-evaluation reports, listening to teachers', discussing the implications of the new specifications for GCSE and A Level Religious Studies.*

The partnership forged with the National Advisory Panel for Religious Education (NAPRE) and Association of SACREs Wales has benefitted Gwynedd SACRE. Collaboration at a national level has enriched our discussions on the implications of 'Successful Futures' and the proposed revisions to the National Curriculum for Wales.

May I thank all the members of Gwynedd SACRE, and a number of officers for their commitment and support during the year. I also wish to thank the representatives of all the denominations, unions and political groups as they undertake their responsibilities, and that, hopefully, the meticulous work and commitment will be maintained during the coming year.

Councillor E Selwyn Griffiths
Chairman, 2016-17

SECTION 2: ADVICE 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).

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.

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, Anglesey 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 education quality improvement officer with Gwynedd Council is responsible for distributing the template and collating the self-evaluation reports. 14 reports were submitted during 2016-17, representing 14.4% of Gwynedd schools.

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number of reports	9 primary 0 secondary	16 primary 1 secondary	9 primary 3 secondary	14 primary 0 secondary	11 primary 2 secondary	13 primary 1 secondary
% of Gwynedd schools				14.1%	13.4%	14.4%

Before 2013, CYNNAL developed guidance and an online template for primary and secondary schools to support teachers and head teachers in their self-evaluation. The supplementary materials included success criteria, lesson observation, book review guidance, data analysis, making judgements on standards and cross-curricular skills as well as exemplar questions which could be used when interviewing pupils.

14 self-evaluation reports were submitted to Gwynedd SACRE during the year. Reports were received from 13 primary schools: Bodfeurig, Borth y Gest, Bro Cynfal, Bro Hedd Wyn, Bro Tegid, Cae Top, Llanbedr, Llanllyfni, Maenofferen, Penybryn (Tywyn), Rhiwlas, Talysarn, Waunfawr. Ysgol Glan y Môr, Pwllheli also submitted a self evaluation report.

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		10*	2		1	10	2			13		
Secondary		1				1				1		
Total		11	2		1	11	2			14		

*Ysgol Cae Top did not submit a concise judgment on pupils' standards in RE.

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?

The schools were able to identify good features such as:

- most pupils have a good understanding of Christianity and other religions, (Bodfeurig, Rhiwlas);
- most pupils are knowledgeable about the sacred books, places of worship, ceremonies and festivals which are important to Christians, Jews and Muslims, (Penybryn, Talysarn)
- most pupils have a good knowledge of the seasonal religious celebrations and the festivals which are important to Christians, Hindus and Jews, (Waunfawr).
- teacher assessments show that nearly all pupils make good progress in religious education, (Rhiwlas);

- that the pupils can recall many religious stories, (Borth y Gest).
- many KS2 pupils can discuss big questions intelligently and maturely, (Bodfeurig)
- almost all Foundation Phase (FP) pupils can talk about their feelings, their actions and views by the end of the Foundation Phase and around half describe and offer simple comments on other people's views, (Bro Cynfal).
- many FP pupils understand why the importance of the Bible to Christians and the importance of Divali to Hindus, (Llanbedr);
- upper tier KS2 pupils can write in an extended manner when preparing a comprehensive description of Easter week events and can effectively compare these events with the events held in the church in order to remember the story of the Crucifixion, (Llanbedr);
- many KS2 pupils can describe some religious beliefs, teachings and practices and how these impact believers' lives. Around half of the pupils can make connections between religious beliefs, teachings and practices and describe the impact on the lives of believers and note similarities and differences within and across religions, (Bro Cynfal);
- a few Y6 pupils have successfully compare the practices of various faiths by forging links between them and expressing an opinion about their work on 'Peace', work that is typical of Level 5 religious education, (Maenofferen);
- most Y1/2 pupils can watch a video or listen to a guest speaker from Christian Aid in order to explore and express an opinion about how other people help us and how religious values teach people to care about others and the earth, (Penybryn);
- about half of Y5/6 pupils make very good progress in their methods of expressing and reasoning religious explanations, (Penybryn);
- the majority of pupils can read a range of religious sources well, *e.g. the work of William Booth and the Fellowship of Reconciliation in Wales* and non-religious sources, *such as the history of Rosa Parks*, (Penybryn, Rhiwlas)
- pupils' ITC skills are good as they create Puppet Pal presentations about Easter (FP) and use pictures and videos from a presentation given at Capel y Ffynnon to create a presentation about Easter (KS2) (Rhiwlas), or by using i-movie and the green screen in order to present information about the Church or Jewish holidays, (Bro Hedd Wyn);
- the exceptional performance of KS3 over the last 3 years and the consistently high percentage of pupils who achieve excellence, (Ysgol Glan y Môr)

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

- continue to develop knowledge on different religions focussing on learning about religious messages on how to live well, (Borth y Gest);
- ensure that pupils understand the impact of religion on the lives of believers by the end of the FP, (Bro Cynfal);
- ensure that FP pupils can explore other religions as well as Christianity, (Bro Hedd Wyn)
- develop KS2 pupils' extended writing by using a range of interpretations in order to write a detailed explanation of the effect of religion on local communities, (Penybryn),
- develop numeracy within religious education, (Rhiwlas)
- raise standards of a specific group of Y8 pupils so that they can attain features of L6+, (Ysgol Glan y Môr).

How good is the provision for Religious Education?

The schools identified good practices such as:

- the carefully prepared lessons that stimulate interest and offer a range of valuable and interesting activities and experiences, (Borth y Gest);
- a portfolio of the school's RE work indicates that an effective cross-section of cross-curricular literacy activities presented to the pupils that effectively integrates with the requirements of the Locally Agreed Syllabus, (Bodfeurig)
- detailed plans that ensure follow-up and development, focussing on big questions have served to ensure and develop the pupils' investigation skills, (Bro Cynfal);
- the 'Open the Book' visits that successfully develop pupils' knowledge of Bible stories, (Bro Cynfal, Cae Top, Llanbedr, Penybryn);
- that schools enrich pupils' experiences by organising visits and talks by visiting speakers. Schools referred to visits to local places of worship, Byd Mari Jones and to Coleg y Bala in order to learn about Easter. Local religious leaders visit the school as well as representatives from religious charities such as Christian Aid and the dram company, 'In Character'. Pupils have good opportunities to learn about religious services by observing mock baptisms and weddings. (Llanbedr, Maenofferen, Cae Top, Borth y Gest, Rhiwlas, Waunfawr);
- Y6 pupils enjoy religious education lessons, (Maenofferen);
- Lessons are planned weekly and termly in an organised and effective manner that provide live experiences and ensure flow and consistency from one year to the next, (Penybryn)
- The planning for RE is good at KS2. Teachers have integrated themes into a two year cycle and that is done through a 'demanding' theme in terms of RE in a term and followed by 'lighter themes'. This leads to good focus on RE for a good part of a term leading to pupils having an enhanced understanding, (Bro Hedd Wyn);
- the school has a good range of books and artefacts to support religious education, (Rhiwlas).
- The use of a big question at the beginning of term has stimulated the enthusiasm of many of the pupils and most of them have made good progress during the term, (Bro Tegid);
- The clear and attainable aims and objectives of the schemes of work which refer to the cross-curricular skills as well as the religious education skills. The tasks are pupil-centred, ensuring that they can gain ownership of their learning and take pride in that, (Ysgol Glan y Môr)

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

- Ensure that there are sufficient resources and artefacts in order to teach pupils about other religious beliefs and practices, (Borth y Gest).
- Continue to explore cross-curricular opportunities to teach Religious Education, (Borth y Gest).
- Ensure that the short term plans enable learners to explore fundamental questions and explain the impact of religion on believers, (Llanbedr);
- Ensure that the tasks provided for the upper tier group are challenging as pupils explore fundamental questions, (Bro Cynfal).

- continue to prepare lessons and activities that allow pupils to produce work which show characteristics of L5 religious education, (Maenofferen)
- plan themes with a focus on religions around the world for FP pupils, (Bro Hedd Wyn);
- invest in a range of bibles for FP and KS2, (Maenofferen);
- ensure more opportunities for pupils to use their ITC skills in religious education, *e.g. questionnaires about the views of pupils and their families on matters relevant to religion*, (Penybryn);
- for all KS2 teachers to prepare one rich RE activity every half term, *e.g. an extended writing task*, (Waunfawr);
- provide pupils with more time to discuss and express their own opinions in order to strengthen their understanding and develop their confidence as they discuss religious questions at FP and KS2, (Bro Tegid);
- ensure that extended writing tasks are presented in the religious education lessons, (Llanllyfni);
- ensure that religious education is regularly discussed in the curriculum panel meetings, (Talysarn)
- ensure that teachers who teach religious education as a second subject have an opportunity to meet regularly, (Ysgol Glan y Môr);

How good is the provision of collective worship?

All schools conform to the statutory requirements.

The schools identified good practices such as:

- the definite structure of the collective worship timetable has led to a growing sense of the worship being a special period to reflect and mediate, (Bodfeurig).
- the contribution of members of the community to the collective worship, (Borth y Gest, Rhiwlas)
- that the collective worship makes a significant contribution to the spiritual, moral, social and cultural development of the pupils, (Bro Cynfal).
- pupils' good understanding of the nature of worship, the Christian faith, traditions and practices, (Cae Top).
- the rich opportunities provided for pupils to participate in collective worship and for personal and collective reflection, (Llanbedr);
- collective worship sessions that set a Christian and moral ethos as well as a beneficial reflective ethos, (Waunfawr);
- recounting the history of religious leaders, understanding moral lessons when regularly discussing them as well as prayers that the children have written, have a very positive impact on the pupils' grasp of the importance of religion in their lives, (Penybryn);
- the standard of pupils' contributions to collective worship is very good. The readings are relevant and good, (Ysgol Glan y Môr).

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

- provide opportunities for classes to contribute regularly to the whole school collective worship sessions, (Borth y Gest, Rhiwlas)

- ensure that the ethos of all the collective worship sessions reflects something that is separate from the schools' everyday activities of the school, (Bro Cynfal, Bro Tegid)
- provide more opportunities for the younger pupils to participate in FP departmental collective worship, (Maenofferen)
- provide more opportunities for pupils to participate creatively to collective worship, (Waunfawr)
- ensure that a cross section of community speakers contribute to collective worship, e (Talysarn);
- ensure greater consistency in expectations of the collective worship provided in the registration classes, (Ysgol Glan y Môr)

SACRE's Recommendations to Gwynedd Council

- Develop co-ordinators' and subject leaders' knowledge and understanding of RE and their management skills so that they can make improvements within their schools;
- Ensure that schools can access guidance and good practice that will improve religious education outcomes of their pupils and the quality of the religious education and reflect the principles and recommendations of 'Successful Futures'.

2.3.2 Teacher assessment and external examination results in the secondary sector

GCSE Results: Religious Studies (full course)

The data represents the candidates who were 15 years old or older in January 2016

	Number of Gwynedd schools	Number of candidates			% Excellence			% L2			% L1			Subject average score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2016	13	83	214	297	24.1	37.4	33.7	69.9	83.2	89.2	100	100	100			
2015	12	117	262	379	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

The average score achieved by the pupils in all subjects is not available to Gwynedd SACRE . 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.

Very good results

- 297 candidates from 13 schools in Gwynedd, 82 fewer candidates than 2015.

- The number of candidates varies from 2 pupils from one school to 109 pupils in another.
- 33.7% of candidates were awarded A*/A grades, which is very similar to Gwynedd's performance in 2015, (-0.1).
- 83.2% of candidates were awarded a Level 2 qualification (A*- C), an increase of 5.4% since 2015. This is the best performance over a 6 year period.
- All candidates were awarded a Level 1 qualification (100%)
- More girls than boys choose Religious Studies as a GCSE option, (B 83 : G 214).
- Although the boys' performance has improved at every indicator, the gap between boys and girls continues at the higher levels, A*/A (13.3%) a L2 (18.4%).
- The performance of Gwynedd schools compares favourably in comparison to the 6 local authorities of North Wales.

	A*/A	A*-C	A*-G
Gwynedd	33.7%	83.2%	100%
GwE (6 awdurdod)	27.6%	75.1%	99.6%

GCSE Results: Religious Studies (short course)

This data represents the pupils who were 15 years old or older on January 2010. 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..

	Number of schools	Number of candidates			% Excellence			% L2			% L1			Average subject score		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2016	7	103	69	172			5.8			40.7			97.1			
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

A level results: Religious Studies

Ysgolion Uwchradd Gwynedd	Nifer o ysgolion	Nifer yn sefyll			% A*/A			% A-C			% A-E		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2016				48			18.8			75.0			100
GwE				288			15.3			72.9			99.7

AS results: Religious Studies

Ysgolion Uwchradd Gwynedd	Nifer o ysgolion	Nifer yn sefyll			% A*/A			% A-C			% A-E		
		B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2016				22			13.6			36.4			81.
GwE				95			8.4			38.9			78.9

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 provide opportunities for them to work together with the lead practitioners (Mefys Edwards and Angharad Derham) in order to prepare for the new GCSE and A level examination specifications.

2.3.3 ESTYN Inspection Reports

Information regarding the inspection by ESTYN of 14 primary schools and 1 secondary school was presented during 2016-17

There are few references to religious education in ESTYN inspection reports, but the reports do note that:

- all schools inspected during the year provide a range of appropriate learning experiences that promote pupils' social, moral, spiritual and cultural development 'effectively' or 'successfully';
- that ESTYN has noted in 12 reports that schools fulfil the statutory requirements in reference to the Locally Agreed Syllabus for religious education;
- that although Ysgol Bro Cynfal, *"has planned appropriately for delivering the agreed syllabus for religious education;..., it is not included regularly enough in work in the classrooms."*
- that Ysgol Llanllyfni's inspection report notes that *"plans include appropriate activities for pupils in the Foundation Phase to study the agreed syllabus for religious education. However, provision in key stage 2 does not meet the requirements in this area in full."* Consequently the report recommends that, the school ensures that it *"meets the requirements of the agreed syllabus for religious education in full."* ESTYN's judgement on the standards of religious education in Ysgol Llanllyfni did not agree with the school's own evaluation so Gwynedd SACRE will monitor the progress made by the school during 2017-18 as it responds to the recommendation made by ESTYN.
- That ESTYN has made references to collective worship in 11 of the inspection reports;
- That ESTYN has referred to the partnership between schools and local religious communities in 5 reports.

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.

Teachers were invited to share good practice during the year and were given the opportunity to outline the religious education and collective worship experiences provided for their pupils:

- FP teacher and religious education co-ordinator from Ysgol Talysarn
- Head of the Religious Education department from Ysgol Eifionydd

An action plan for Gwynedd SACRE was developed during the Summer meeting (2016) and this outlines the four priorities for 2015-17 (see appendix 3.8). The priorities were identified during the discussions held throughout the year and in the Annual SACRE report of 2015-16. However during a period of budget cuts, there is no longer a local advisory service which can provide support and training for teachers who teach religious education and it is increasingly difficult for SACRE to be able to advise and support schools.

Priority 1: Develop good leadership in religious education and collective worship

Priority 2: 'Success Futures': Donaldson's Recommendations and Religious Education

Priority 3: support secondary teachers as they prepare and deliver the new GCSE RS syllabus

Priority 4: Promote good quality collective worship.

What are SACRE's recommendations to Gwynedd Council?

- Ensure that the challenge adviser provides termly workshops to support subject co-ordinators and the self-evaluate religious education and collective worship in their schools.
- Respond to the priorities of the 2015-17 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.

The Wales Association of SACRES is represented on the Welsh Government's Strategic Stakeholders Group and the National Advisory Panel for Religious Education (NAPfRE) has held a meeting this year with representatives from the

Welsh Government's Curriculum Department as they support the pioneer schools and develop a Curriculum for Wales. Miss Bethan James, the GwE challenge adviser who supports Gwynedd and Anglesey SACREs is currently working with other NAPfRE members in order to help teachers prepare for the new curriculum

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 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;

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

In response to the recommendations made by Gwynedd SACRE, the Education Authority has corresponded regularly with all schools asking them to invite SACRE members to attend a collective worship session. The GwE challenge advisor has developed a pro-format to help members to note their observations (Appendix 3.6). To date, no school in Gwynedd has extended an invitation to Gwynedd SACRE members to attend a collective worship session.

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;
- Ensure that schools receive copies of 'Supplementary guidance: collective worship at non denominational schools' (ESTYN) and 'Collective Worship Guidance' (WASACRE);

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

3.2 SACRE membership of Gwynedd 2016-17

Christians and Other Religions

The Methodist Church

Awaiting nomination

Union of Welsh Baptists
Presbyterian Church of Wales
Church in Wales
Union of Welsh Independents
The Catholic Church

Mrs Elizabeth Roberts
Dr. W Gwyn Lewis
Canon Rev. Robert Townsend
Cynrig Hughes
Mrs Eirian Bradley Roberts

Teachers' representatives

ASCL
UCAC
NASUWT
NUT
NAHT
ATL

Mrs Alwen Watkin (Ysgol Eifionydd)
Mrs Catherine Davey (Ysgol Llanystumdwy)
Mrs Miriam Amlyn (Ysgol Eifionydd)
Mrs Heledd Owen (Ysgol Friars)
Awaiting nomination
Awaiting nomination
Mr Noel Dyer
Mrs Miriam Amlyn
Mr Euron Hughes
awaiting nomination

Local Members

Councillor Annwen Daniels
Councillor Gwenno Glyn
Councillor E Selwyn Griffiths
Vacant seat
Councillor Thomas G Ellis
Councillor Jean Forsyth
Vacant seat

Plaid Cymru
Plaid Cymru
Plaid Cymru
Plaid Cymru
Annibynnol
Annibynnol
Llais Gwynedd

Co-opted members (non voting)

Gwyn Rhydderch
Rev Aled Davies

Officers

Arwyn Thomas
Mai Bere

Bethan James

Glynda O'Brien

Head of Education Department
Assistant education improvement officer and
SACRE clerk
GwE challenge advisor

Members' support officer

3.3 SACRE meetings 2016-7

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2016-17, Anglesey SACRE met on three occasions:

2 November 2016
15 February 2017
14 June 2017

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

a) Meeting held on 2 November 2016

- Gwynedd Annual SACRE report (2015-16)
- Collective worship
- Up date from the GwE challenge advisor:
 - Support for the new GCSE course
 - Curriculum for Wales
- Wales Association of SACREs: submit an oral report following the meeting held in Rhyl, Denbighshire on 23 June 2016.

b) Meeting held on 15 February 2017

- School self-evaluation reports: Bodfeurig, Borthygest, Bro Cynfal, Cae Top, Llanbedr, Maenofferen, Penybryn (Tywyn), Rhiwlas, Waunfawr
- Up-date from GwE challenge adviser:
 - Standards of religious education
 - Resources for religious education
 - Religious education and the Curriculum for Life
 - GCSE/A Level Religious studies
- Gwynedd SACRE Action Plan
- Wales Association of SACREs: submit papers following the meeting held at Carmarthen on 18 November 2016

c) Meeting held on 14 June 2017

- School self evaluation reports: Ysgol Glan y Môr (Pwllheli), Talysarn, Bro Hedd Wyn, Llanllyfni, Bro Tegid.
- Presentations by school representatives: Ysgol Talysarn, Ysgol Eifionydd
- Up-date from Gwe challenge adviser
- Wales Association of SACREs: submit papers following the meeting held in Usk, Monmouthshire on 3 March 2017.

3.3.1 Gwynedd SACRE has affiliated with the Wales Association of SACREs and its members regularly attend meetings held by WASACRE.

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

- Miss Bethan James, GwE challenge adviser

3.3.2 The following provide SACRE with professional support:

Arwyn Thomas	Head of Education Department
Mai Bere	Assistant education improvement officer and SACRE clerk
Bethan James	GwE challenge advisor
Glynda O'Brien	Members' support officer

Enquiries should be sent to the SACRE Clerk at the 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
- Council website for Gwynedd schools
- Head of Gwynedd's Education Department
- Gwynedd Council Leader
- Wales Association of SACREs

A copy was distributed to:

- Members of Gwynedd SACRE

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

Rationale

Religious Education is locally controlled by a Standing Advisory Council on Religious Education (SACRE). It is made up of three committees: representatives of the principal religious traditions of the area, teacher representatives and local authority representatives. SACRE's main function is, "to advise the authority

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

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

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

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

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

- 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?

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.
% 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.
% 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.
% 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.
Average subject score	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

<table border="1" style="width: 100%;"> <tr> <td style="width: 33%; text-align: center;">B</td> <td style="width: 33%; text-align: center;">G</td> <td style="width: 33%; text-align: center;">Σ</td> </tr> </table>	B	G	Σ	<p>have sat Religious Studies in the school) have performed in all their subjects. . The total number of points gained by the pupils is divided by the number of pupils who have sat the examination in the school. This column therefore represents the average score of boys and girls in Religious Studies in the school and in the local authority. The Σ symbol represents the total number of candidates.</p>
B	G	Σ		

What does the GCSE (short course) table show?

<table border="1" style="width: 100%;"> <tr> <td colspan="3" style="text-align: center;">Number of candidates</td> </tr> <tr> <td style="width: 33%; text-align: center;">B</td> <td style="width: 33%; text-align: center;">G</td> <td style="width: 33%; text-align: center;">Σ</td> </tr> </table>	Number of candidates			B	G	Σ	<p>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.</p>
Number of candidates							
B	G	Σ					
<table border="1" style="width: 100%;"> <tr> <td colspan="3" style="text-align: center;">% Excellence</td> </tr> <tr> <td style="width: 33%; text-align: center;">B</td> <td style="width: 33%; text-align: center;">G</td> <td style="width: 33%; text-align: center;">Σ</td> </tr> </table>	% Excellence			B	G	Σ	<p>The range of qualifications available to pupils has led to a revised way of comparing qualification standards. Short courses contribute 10% to the Level 1 and Level 2 threshold. An A* for the short course is worth 29 points.</p>
% Excellence							
B	G	Σ					
<table border="1" style="width: 100%;"> <tr> <td colspan="3" style="text-align: center;">% L2</td> </tr> <tr> <td style="width: 33%; text-align: center;">B</td> <td style="width: 33%; text-align: center;">G</td> <td style="width: 33%; text-align: center;">Σ</td> </tr> </table>	% L2			B	G	Σ	
% L2							
B	G	Σ					
<table border="1" style="width: 100%;"> <tr> <td colspan="3" style="text-align: center;">% L1</td> </tr> <tr> <td style="width: 33%; text-align: center;">B</td> <td style="width: 33%; text-align: center;">G</td> <td style="width: 33%; text-align: center;">Σ</td> </tr> </table>	% L1			B	G	Σ	
% L1							
B	G	Σ					
<table border="1" style="width: 100%;"> <tr> <td colspan="3" style="text-align: center;">Average subject score</td> </tr> <tr> <td style="width: 33%; text-align: center;">B</td> <td style="width: 33%; text-align: center;">G</td> <td style="width: 33%; text-align: center;">Σ</td> </tr> </table>	Average subject score			B	G	Σ	<p>Each grade is worth 6 points. Therefore an A* grade (short course) is equivalent to 29 points and a C grade is worth 11 points. The total number of points gained by the pupils is divided by the number of 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.</p>
Average subject score							
B	G	Σ					

3.6: A reporting form for Gwynedd SACRE members who attend a school collective worship session

Standing Advisory Council for Religious Education.

A questionnaire for Gwynedd SACRE members as they visit a school collective worship session.

I attended a collective worship session in a :

- special school
- primary school
- secondary school

I observed a collective worship session attended by:

- the whole school

a class
 a key stage/section of the school

Contributing to the collective worship were the :

head teacher
 pupils
 teachers
 a local religious leader
 parents
 governors

The theme of the collective worship session was: _____

I heard a:

Bible story	<input type="checkbox"/>	A presentation by an adult	<input type="checkbox"/>
Story from another religious text/tradition	<input type="checkbox"/>	A presentation by a pupil/pupils	<input type="checkbox"/>
Suitable moral/contemporary/historical story	<input type="checkbox"/>	Pupils reflecting quietly in response to a stimulus	<input type="checkbox"/>
Pupils praying (individually/together)	<input type="checkbox"/>		<input type="checkbox"/>
Christmas hymn/carol	<input type="checkbox"/>		<input type="checkbox"/>
A suitable song	<input type="checkbox"/>		<input type="checkbox"/>










Underline the three statements that best describe the collective worship session.

Today, the collective worship session helped to:

- develop learners' ability to reflect on their own feelings, values and attitudes;
- develop learners' awareness of the inner life and the spiritual dimension of each person;
- explore and encourage responses to fundamental questions about the meaning of life, change and death;
- develop beliefs and values, both personal and communal;
- encourage an understanding of the beliefs and values of others, either locally or globally;
- increase self esteem and purpose in life;
- nurture the human ability to make moral choices for good or evil,
- encourage shared values, meaning and purpose;
- contribute to the experience of belonging to a community;
- provide opportunities to reflect on and to share in the 'happy' and 'sad' events and experiences which effect the school community and the local community;
- support shared understanding of how individual learners and a school may contribute positively to the wider community;
- develop an understanding of global diversity and inequality;

Any other comment :

3.7: Gwynedd SACRE Action Plan 2015-17

Gwynedd SACRE Annual Report 2014-15/2015-16	Action points 2016-2017 LA (Local authority) CA (Challenge adviser) SM (SACRE members)	Evidence	Outcomes	
Develop good leadership in religious education and collective worship. Page 7	<ul style="list-style-type: none"> Provide a termly workshop for RE co-ordinators (CA) Establish a self evaluation timetable, process and procedure (LA) Scrutinise schools' self evaluation reports and share the main messages in the annual report (SM) 	<ul style="list-style-type: none"> Self evaluation guidance Self evaluation timetable and procedures Schools' self evaluation reports Minutes of SACRE 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 2017. SACRE will have prepared a termly and annual summative report on the standards of o RE and collective worship. 	  
'Successful Futures' (Donaldson Recommendations) and Religious Education Page 12	<ul style="list-style-type: none"> Represent Gwynedd in any National discussions relevant to developing the new curriculum and assessment arrangements (CA+LA+SM) Contribute to any local discussions to plan learning experiences that respond to the Locally Agreed Syllabus and the principles of 'Successful Futures' (CA+LA+SM) 	<ul style="list-style-type: none"> Minutes of SACRE meetings SACRE correspondence and guidance to schools Examples of good practice 	<ul style="list-style-type: none"> Religious Education given due consideration as schools revise the curriculum and assessment arrangements. The provision of religious education in all schools is good or very good. Standard of religious education in all schools is good or very good. 	  
Support secondary teachers as they prepare and deliver the new GCSE RS syllabus Page 10	<ul style="list-style-type: none"> Support secondary RS teachers in any discussions with WJEC and Qualifications Wales (CA+LA+SM)) Support the work of the Regional RS GCSE Leader (Mefys Jones) (SM) Encourage all RS GCSE departments to participate in any local or regional school to school working groups. (SM) 	<ul style="list-style-type: none"> Minutes of SACRE meetings SACRE correspondence and guidance to schools Examples of good practice 	<ul style="list-style-type: none"> RS GCSE teachers and candidates feel confident in responding to the new GCSE RS syllabus. Schools' self evaluation reports note that the standards and provision of RE and RS at KS4 is good or excellent. RS GCSE results are consistently good or very good. 	  
Promote good quality collective worship Page 13	<ul style="list-style-type: none"> Ensure that schools conform to the statutory requirements and provide good quality collective worship. (LA+SM) Encourage schools to invite Gwynedd SACRE to attend collective worship sessions. (SM) 	<ul style="list-style-type: none"> Correspondence to schools Oral reports of SACRE members References to collective worship in ESTYN reports. 	<ul style="list-style-type: none"> ESTYN reports note that collective worship is good. All schools conform to the statutory requirements Improved understanding to collective worship in schools. 	