

Public Document Pack

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Pennaeth Gwasanaethau Cyfreithiol a Democraidd



To:

CS/NG

Councillors: Chris Bithell, Adele Davies-Cooke,
Hilary Isherwood, Colin Legg, Dave Mackie,
Nigel Steele-Mortimer and Carolyn Thomas

10 October 2012

Tracy Waters 01352 702331

RELIGIOUS DENOMINATIONS:

Mrs. H. Hughes, Mrs. R. Price, Mrs. D. Jones,
Mr. Gareth Wyn Jones, Ms. S. Jones,
Mrs. D. McIntyre and Rev H. Powell-Davies

TEACHER ASSOCIATIONS:

Ms. D. Westaway, Mrs. Y. Barker, Mr. D. Doran,
Mrs. L. Harkin, Mr. H.E. Jones,
Mrs. M. Madoc Jones and Ms. P. Walsh

CO-OPTED MEMBERS

Mr. D. Morgan

Mr. Philip Lord (Senior Learning Adviser RE.)

Dear Sir / Madam

A meeting of the **FLINTSHIRE SACRE** will be held in the **CLWYD COMMITTEE ROOM, COUNTY HALL, MOLD CH7 6NA** on **WEDNESDAY, 17TH OCTOBER, 2012** at **2.00 PM** to consider the following items.

Yours faithfully

Democracy & Governance Manager

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The Council welcomes correspondence in Welsh or English
Mae'r Cyngor yn croesawau gohebiaeth yn y Cymraeg neu'r Saesneg

AGENDA

- 1 **REFLECTION**
- 2 **APOLOGIES**
- 3 **MINUTES** (Pages 1 - 6)
To confirm as a correct record the minutes of the meeting held on 21 March 2012 (copy enclosed).
- 4 **PRESENTATION BY THE BRITISH HUMANIST ASSOCIATION**
To receive a presentation.
- 5 **PRESENTATION ON THE CURRENT ESTYN FRAMEWORK**
To receive a presentation.
- 6 **ANALYSIS OF INSPECTION REPORTS** (Pages 7 - 10)
To receive the analysis of recent Estyn Inspection Reports (copy enclosed).
- 7 **MONITORING AND SUPPORTIVE REVIEW** (Pages 11 - 12)
To receive a report on the St. David's High School Consortium of Schools (copy enclosed).
- 8 **SACRE DRAFT ANNUAL REPORT 2011-12** (Pages 13 - 28)
To receive draft copy of annual report for approval (copy enclosed).
- 9 **WASACRE** (Pages 29 - 34)
To receive the minutes of the last meeting of the Association held on 26th June 2012. (copy enclosed)
- 10 **LITERACY/NUMERACY WITHIN RE COMPETITION FOR SCHOOLS**
To receive information regarding the competition (verbal update).
- 11 **DATE OF NEXT MEETING**
The next meeting is scheduled to take place on Wednesday, 6th March 2013 at 2pm in the Clwyd Committee Room, County Hall, Mold.

FLINTSHIRE STANDING ADVISORY COUNCIL
FOR RELIGIOUS EDUCATION (SACRE)
21 MARCH 2012

Minutes of the meeting of the Flintshire Standing Advisory Council for Religious Education held at County Hall, Mold on 21 March 2012

PRESENT:

Councillors: R.C. Bithell, F. Gillmore, S. Jones, C. Legg, E.W. Owen and N.R. Steele-Mortimer

Religious Denominations: H. Hughes and G.W. Jones

Teacher Associations: Y. Barker and H.E. Jones (Chairman)

APOLOGIES:

Councillors V. Gay and R. Hughes
E. Davies, D. Jones, S. Jones, M. Madoc-Jones, D. McIntyre, D. Morgan,
Rev. H. Powell-Davies and P. Walsh

IN ATTENDANCE:

Senior Learning Adviser RE and Committee Officer

19. MINUTES

The minutes of the meeting held on 16 November 2011 were submitted.

RESOLVED:

That the minutes be approved as a correct record and signed by the Chairman.

20. ANALYSIS OF INSPECTION REPORTS SCHOOLS

The Senior Learning Adviser RE introduced the report on the analysis of inspection reports for five schools inspected under the new Estyn Framework between March and October 2011:-

Connah's Quay High School
St. David's High School
Southdown CP
Ysgol Bryn Garth
Ysgol y Foel

He detailed the positive comments made in Key Questions 1, 2 and 3 for all five schools and highlighted those made in the areas of wellbeing; learning experiences; care, support and guidance; learning environment and partnership working. He welcomed the comment in the inspection report on

collective worship and highlighted the negative comments which he felt did not relate to RE specifically.

Councillor R.C. Bithell asked if the locations of the schools could be included in future reports; the Senior Learning Adviser RE confirmed that this was possible. In response to a further query from Councillor Bithell, on the issue of wellbeing, the Senior Learning Adviser RE said that he would make further enquiries. The Chairman and Mrs. H. Hughes provided examples of the types of evidence that Estyn might seek as part of the inspection.

It was suggested that a letter be sent to the schools congratulating them on the positive outcomes of the inspections.

RESOLVED:

- (a) That the report be received;
- (b) That the locations of schools be included in future reports; and
- (c) That a letter be sent to the schools congratulating them on the positive outcomes of the inspections.

21. MONITORING AND SUPPORTIVE REVIEW

The Senior Learning Adviser RE introduced the report and detailed the good features, areas for development and recommendations reported for each of the following schools:-

Argoed High School
Mynydd Isa CP School (Wat's Dyke Infants & Mynydd Isa Juniors)

In response to a question from Councillor R.C. Bithell on the monitoring procedures to ensure that collective worship was being done across the school, the Senior Learning Adviser RE explained that each area had its own system of monitoring which could include the Head of Year being encouraged to observe the collective worship. The Chairman provided details of how collective worship was undertaken in his school but said that he did not know whether other schools were carrying out collective worship which he felt SACRE should be concerned about. The Senior Learning Adviser RE commented on two schools where it was practiced and undertaken during the registration period and Mrs. Hughes explained that it was monitored each term at her school. She advised that Wrexham SACRE had been invited to join in with the monitoring and to provide feedback.

On the recommendation for Argoed High School to set up a meeting to go through the moderation portfolio, Councillor Bithell queried if this just applied to GCSE courses and the Chairman explained that it was only for Key Stage 3 entries. The Senior Learning Adviser RE explained that each school had to create a portfolio for submission to a moderator. Following a discussion, the Chairman said that he felt that the work submitted to the

moderator may not always be classed as good by the moderator which he felt could de-motivate some RE teachers. The Senior Learning Advisor said that each school would receive a moderators report relating to their portfolio. This report would also be sent to the Local Authority and as such he would be able to work with schools where there were issues.

RESOLVED:

That the report be received.

22. EXAMINATION RESULTS 2011

The Senior Learning Adviser RE introduced the report and circulated an updated copy of the summary of examination results for 2011 due to a slight amendment in the figures, which he detailed.

The Senior Learning Adviser RE advised that the statistics outlined the GCSE results for 2011 for all candidates/boys/girls who had taken Religious Studies at Full Course, Short Course and Advanced Level. He highlighted the entry for Connah's Quay where 91.1% of pupils entered had achieved A* to C grades which was an increase of 5.4% from 2010 and was 18.2% higher than the national average. He also highlighted St. Richard Gwyn school which reported a difference of -18% in the A* to C grades achieved in 2011 compared to 2010 which was -21.5% below the national average. Overall for Flintshire, the number of entries had reduced from 2010 and a difference of -1.1% was reported on those achieving A* to C grades which was 3% above the national average. The Senior Learning Adviser RE also provided details for the short course for all candidates/boys and girls and advanced level for all candidates. For the short course figures for all candidates, a difference at local authority level of -1.8% of those who had achieved A* to C grades in 2011 compared to 2010 was reported which was 1.9% below the national average.

Following a discussion, Councillor R.C. Bithell said that there were a number of schools which had not entered pupils at all and he welcomed the short course as it had increased the number of those undertaking RE. He added that there had been an increase in the number of boys taking the short course in Wales but a decline in Flintshire. The Senior Learning Adviser RE said that nearly 1300 pupils took GCSE RE examinations in 2011 and that only a small number of schools had not entered any pupils. In response, Councillor Bithell said that at A level, only five of the twelve schools listed had submitted pupils for exams in RE in 2011.

RESOLVED:

That the examination results for 2011 be noted.

23. PRESENTATION BY HELEN HUGHES, CIW REPRESENTATIVE

Mrs. H. Hughes explained that she worked for the St. Giles RE Centre in Wrexham for one day per week along with two colleagues, on a project (funded by the Wrexham Parochial Trust) to promote RE in schools and the faith community. The director was Gavin Craigen and the project was for five years. She provided details of the resources which were for primary, secondary and sixth form pupils and were free for use either at the St. Giles RE Centre or in schools. She spoke of the dedication service which had been undertaken and explained that there was now a need to involve foundation phase pupils in the project.

Mrs. Hughes provided a presentation which detailed some of the works undertaken as part of the project and which had included a workshop on Easter reflection, a workshop for the faith community and one undertaken by pupils from Liverpool University. She explained about the Jesse Tree Service and a Gee Walker day which had been undertaken.

Councillor R.C. Bithell asked whether the schools in Flintshire were aware of the project and the Senior Learning Adviser RE confirmed that pupils from a Flintshire school had attended the Gee Walker day.

In response to a question from Councillor E.W. Owen, Mrs. Hughes confirmed that even though the project was funded by the Wrexham Parochial Trust, the information about the project would be available on the website for those who wished to use it. The Chairman and Councillors Owen and Bithell agreed that it was important for schools in Flintshire to be aware of the project and the website.

RESOLVED:

That the presentation be received.

24. WASACRE

The Senior Learning Adviser RE introduced the draft minutes of the Wales Association of Standing Advisory Council for Religious Education (WASACRE) which had been held in Cardiff on 24 November 2011.

He provided details of a presentation which had been undertaken by Steve Bowden on Respect and Resilience, stressing in particular the importance of education for creating community cohesion. The Senior Learning Adviser RE commented on initiatives described by Mr. Bowden to integrate the community and added that it had been a feel-good presentation which was very inspiring.

Councillor R.C. Bithell referred to page 37 and queried whether any information had been received on item 10 – Representation on SACREs. In response, the Senior Learning Adviser RE explained that WASACRE was seeking legal advice on this issue and until a response was received, any

applications to seek representation on SACRE from the British Humanist Association would not be pursued.

RESOLVED:

That the minutes of the WASACRE meeting held on 24 November 2011 be received.

25. NOMINATIONS FOR EXECUTIVE TO WASACRE

The Senior Learning Adviser RE sought nominations for the Executive to WASACRE. He indicated that he would be putting his name forward as a nominee.

RESOLVED:

That the Senior Learning Adviser RE be nominated for a position on the Executive to WASACRE.

26. LITERACY/NUMERACY WITHIN RE – COMPETITION FOR SCHOOLS

The Senior Learning Adviser RE suggested that a competition be arranged for schools to produce resources that would include Literacy and Numeracy in KS2 and/or KS3 Religious Education (RE).

He explained that the entries from schools could be judged by those on SACRE and added that there was a fund of £900 available to offer as prizes. The information produced could then form a file of RE ideas to encourage schools to develop lesson plans. Following a discussion, it was agreed that the categories for the prizes would be KS1/KS2 and High School. The Senior Learning Adviser RE advised that Denbighshire and Conwy SACREs had created a sub-group to work on the project. He explained that if the suggestion was agreed at this meeting, he would provide details to schools of the competition, the closing date and information on when judging would take place.

The Chairman suggested that it would be more beneficial if the documents were in 'word' rather than produced as PDFs. It was also suggested that the competition details could be sent to schools as soon as possible, preferably by email to give schools sufficient time to produce entries for the competition.

RESOLVED:

- (a) That the update be received; and
- (b) That the Senior Learning Adviser RE email the competition details to schools.

27. DATE OF NEXT MEETING

The Chairman informed members that the next meeting had been scheduled for Wednesday, 13 June 2012 at 2.00 p.m. in the Clwyd Committee Room, County Hall, Mold.

28. DURATION OF MEETING

The meeting began at 2.00 p.m. and ended at 3.48 p.m.

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Chairman

Analysis of Inspection Reports Flintshire SACRE October 2012

Inspected under the new Estyn Framework

5 Schools

School	Dates	Reporting Inspector
Ysgol Merllyn	February 2012	Wil Williams
Drury CP	March 2012	Dr P David Ellis
Ysgol Terrig	April 2012	Goronwy Morris
Ewloe Green CP	July 2012	Peter Mathias
St Mary's RC	July 2012	Terwyn Tomas

POSTIVE COMMENTS

Key Question 1: How good are outcomes

Standards

2 schools

- In Foundation Phase, pupils have learnt about Bishop William Morgan. (*Ewloe Green CP*)
- Most pupils speak, read and write Welsh at an appropriate level within the structured context of their Welsh lessons, during registration and collective worship. (*St Mary's RC*)

Wellbeing

1 School

- Pupils' involvement in local activities and events effectively develops their awareness and understanding of their community. (*Drury CP*)

Key Question 2: How good is provision

4 Schools

Learning experiences:

- The curriculum is broad and balanced and meets statutory requirements. It successfully stimulates pupils' interest and builds effectively on their prior learning. (*Drury CP*)
- Teachers provide a range of interesting experiences inside and outside that capture interest and respond to the needs of most of the school's pupils. The activities fulfil the requirements of the Foundation Phase, the national curriculum and religious education. (*Ysgol Terrig*)
- There is effective provision to enable pupils to learn about sustainability and global citizenship (*Ysgol Terrig*)
- There is appropriate provision for pupils' spiritual, moral, social and cultural development. Through visits and projects, teachers ensure a range of creatively and culturally valuable experiences for pupils. The joint worship sessions contribute significantly to the school's caring atmosphere. (*Ysgol Terrig*)
- Many fundraising events are linked with global issues. The school has very well-developed partnerships with other schools, institutions and individuals in several countries. This helps pupils make excellent progress in understanding their roles as citizens of the world. (*Ewloe Green CP*)

- The use of special events, such as a Fairtrade Fortnight, has a very positive impact on the delivery of the curriculum. (*St Mary's RC*)
- The school provides pupils with a good range of opportunities to learn about global citizenship. (*St Mary's RC*)

Care, support and guidance:

4 Schools

- A well balanced programme of personal and social education promotes pupils' social, moral and cultural development very effectively. (*Ysgol Merllyn*)
- The learning experiences provided effectively develop pupils spiritually, morally, socially and culturally. (*Drury CP*)
- There is excellent provision for all pupils' spiritual, moral, social and cultural development. Provision for pupils' social and cultural development both in and out of school is of a very high quality. Assemblies have very well planned opportunities to reflect and to experience the spiritual elements of life. (*Ewloe Green CP*)
- Opportunities for pupils to celebrate their place in the world are particularly strong. (*Ewloe Green CP*)
- Pupils are provided with a range of good opportunities to develop spiritually, morally, socially and culturally and are encouraged to develop a sense of curiosity and to share their viewpoint and own experiences. The school's personal and social education programme contributes very positively to the health and wellbeing of pupils. (*St Mary's RC*)

Learning environment:

5 Schools

- Positive attitudes to equality and diversity are successfully promoted through classroom practice, curricular themes, international aspects and collecting on behalf of a range of charities. (*Ysgol Merllyn*)
- The school promotes a strong sense of inclusion, tolerance and community wellbeing. (*Drury CP*)
- Diversity is recognised and celebrated and an understanding of different cultures is appropriately developed. (*Drury CP*)
- Respect for diversity and racial equality is promoted through a variety of work studying foreign countries. (*Ysgol Terrig*)
- The school succeeds in operating as a very inclusive community where everyone received the utmost respect. A clear emphasis is placed on recognising and celebrating diversity. Staff have visited Africa for an education programme. Visitors from Africa, New Zealand and South America have taken assemblies promoting cultural differences, understanding and tolerance. Pupils' knowledge and understanding is further enhanced through the school's work in fundraising and supporting an African orphanage. The choir supports community projects charity fundraising and celebrations and joins with Hawarden High School for a number of joint projects. (*Ewloe Green CP*)
- Equal opportunities are promoted well and staff encourage pupils to challenge and celebrate differences. The school regularly reminds pupils in assemblies and in discussions of the importance of treating each other with consideration and respect. (*Ewloe Green CP*)
- The school is an inclusive Christian community where pupils learn in a secure, happy and caring environment. There is a strong emphasis on equality and the school recognises and celebrates diversity positively, through the curriculum and out-of-school activities. (*St Mary's RC*)

Key Question 3: How good is leadership and management

Partnership working:

1 School

- Pupils' understanding of other cultures is promoted well through active ongoing international links and the study of other countries. (*Ewloe Green CP*)

NEGATIVE COMMENTS

Recommendations

1 School

- To improve provision for global citizenship (*Ysgol Merllyn*)

KQ2 – Learning Experiences

1 School

- Provision to enable pupils to increase their knowledge about sustainability and to improve their understanding of the wider world is underdeveloped. (*Ysgol Merllyn*)

KQ2 - Care, support and guidance:

1 School

- Provision for spiritual development is less well developed. (*Ysgol Merllyn*)

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Report on the Provision of Religious Education in the St David's High School Consortium of Schools

For SACRE - October 2012

1. Background:

Following visits by the Senior Learning Adviser RE to each of the schools during the summer term, a report of the visit and issues and outcomes was agreed with the school. There follows the Good Features, Areas for Development and Recommendations for each school, and a general summary of the whole consortium.

2. Excerpts from the School Visits:

a) St David's High School

Good Features:

- The standard of teaching is very good
- The curriculum is engaging and relevant, containing good RE skills

Areas for Development

- Make more of the opportunities to help learners extend their skills across the curriculum

Recommendations

- An example for making the most of the opportunities for reading: if there are bodies of text in the lesson, encourage learners to read them, reinforcing and structuring support to those that may need it. Ask the learners to read small sections, asking the pupils to comment on each section, this may aid less able readers to read knowing that peers will help fill in the gaps if they fall behind.

b) Wood Memorial CP School

Good Features

- Introduction of persona dolls to enable pupils to associate beliefs and practices to people of a particular religion
- The coordinators vision, ensuring the development of RE
- The variety of activities observed across all lessons

Areas for Development

- Confirm the long term topics including more opportunities to explore Hinduism
- All pupils to engage with fundamental questions and express their opinions

Recommendations

- After whole class or small group discussions, allow pupils to write down their thoughts, reactions or opinions to the topic.

c) Saltney Ferry CP

Good Features

- The subject specific skills evident in learners work.
- The range of activities and resources used to teach RE

Areas for Development

- The policies for RE and Collective worship need updating
- Meet the statutory requirements for Collective Worship
- In the Foundation Phase introduce a new topic each half term

Recommendations

- Collective Worship
- Agree on set weekly themes to enable resources, prayers and short videos to be used appropriately.
- Ask a number of the student council to create a Collective Worship portfolio, with photos of services and comments from their peers.
- Ask pupils to create a school prayer using the schools ethos or motto. Each class could vote on a class prayer, then governors and local ministers could choose the winning school prayer. This could be used on formal occasions and also translated into Welsh.

Annual Report
of
Flintshire
Standing Advisory Council
for Religious Education
2011 - 2012

Foreword

In order to clarify the role and purpose of SACRE, members asked for a summary to be placed at the beginning of the Annual Report:

The Role of the Standing Advisory Council for Religious Education:

The principal roles of SACRE are to:

- Advising the Local Authority on matters to do with Religious Education and collective worship, or Spiritual and Moral Development;
- Consider applications from Headteachers that their school be released from the statutory requirements for Collective Worship to be wholly or mainly of a broadly Christian character (such applications are known as 'Determinations');
- Require a Local Authority to review its Agreed Syllabus;
- Monitor the provision of RE, collective worship and spiritual, moral, social and cultural development in the schools of the Local Authority;
- Give advice on teacher agreed syllabus RE, including the choice of teacher materials;
- Advising the Local Authority on the provision of training for teachers (in RE);
- Considering complaints about the provision and delivery of RE and collective worship made to the Local Authority.
- To publish an Annual Report on its work.

The Composition of SACRE:

The statutory requirements for the setting up of SACREs require three committees of members:

- Representatives of Christian denominations or other religions and their denominations reflecting the principal religious traditions of the locality;
- Teacher representatives;
- County Council representatives.

There is also the right to co-opt members.

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Executive Summary		
Topics/Issues:	Advice given:	Implemented By LEA:
RE: Agreed Syllabus	The new Agreed Syllabus and Comprehensive Guide for RE are continuing to be used in schools to inform their planning and preparation.	✓
RE: Standards	Following consideration of Inspection Reports, schools be sent letters congratulating them for the good features and offering the services of the Senior Learning Adviser RE or School Improvement Officers in addressing issues; following consideration of Supportive Review Visits, schools be sent letters congratulating their good features and offering the services of the Senior Learning Adviser RE or School Improvement Officers in addressing any areas for development.	✓ ✓
RE: Methods of Teaching	The additional guidance and support for the Agreed Syllabus to include guidance on teaching and learning; advice on methodology included in visits to schools by the Senior Learning Adviser RE.	✓
RE: Choice of Teaching Materials	No formal guidance, but the additional support and guidance for the Agreed Syllabus includes reference to some teaching materials. Good practice and sharing forums have provided resources, showcased and shared across primary RE coordinators. The creation of a county publication called 'RE in the foundation phase' has also been recommended and sent to all schools in Flintshire, training on the use of the document has also been offered to all schools.	✓ ✓ ✓
RE: Provision of ITT	No visits possible this year.	

Collective Worship	Following consideration of Inspection Reports, letters be sent to schools congratulating them for the good features and offering the services of the Senior Learning Advisor RE or School Improvement Officers to address any issues. Collective worship training has been given to NQT's and offered to schools.	✓ ✓
Other Matters: Local	'RE in the foundation phase' continues to be used across Flintshire. It is now available to all schools electronically. The Comprehensive Guide to RE is now available to all schools in an editable electronic version. 6 th form conferences have continued offering year 12 learners the opportunity to consider the relevance of God in the 21 st century.	✓ ✓
Other Matters: National	Members receive regular updates of Estyn Inspection Reports or documents relating to RE and Collective Worship; Members be informed about developments and initiatives undertaken by DFES; the SACRE maintain its membership of WASACRE and that representatives attend and report back on the meetings of the association.	✓ ✓ ✓ ✓
Other Matters: additional	No other additional matters.	
Complaints	No complaints received.	

The Annual Report

2. Advice Given to the Local Authority

(a) Religious Education:

i. The Agreed Syllabus

The agreed Syllabus continues to aid schools in revising and updating their schemes of work. From visits by the Senior Learning Advisor RE to schools, and from reports made by teachers and head teachers, the Agreed Syllabus (based on the *National Exemplar Framework for Religious Education for 3 – 19 year olds in Wales*) and the supporting Comprehensive Guide to Religious Education had been well received by teachers and schools. Commendations of the material continue to be made. Editable electronic versions of the documents are now available to all schools.

Some schools are still in the process of revising their schemes of work in light of the 2008 agreed syllabus. Updating schools schemes of work in light of the 2008 agreed syllabus is still a recommendation being used by the Senior Learning Advisor RE.

The addition of 'RE in the foundation phase' has encouraged foundation phase practitioners to integrate Religious Education in to the various provision areas in the classroom. This document is available to all schools electronically.

ii. Standards

Examination results

The SACRE received details of the examination results for 2011

Members were pleased that the GCSE Full Course results were above the national figures. The results for A*-C (75.9%) were 3% above the national average (72.9) above for all learners. The results are down compared to the previous local results (1.1%)

The short course GCSE results are above national trends, the overall A* -C was 60.6%, 2.6% above the national results for all candidates, and an increase of 0.9% on last years' local figures.

For Advanced Level, the overall A* – C rate was 63.4%, some 14.6% below the national average and 6.1% drop on last years' local figures.

Inspection Reports

Due to the current Estyn inspection framework there are no subject judgments in the Estyn reports. Instead members receive information from the reports relating Estyns comments of a schools provision of SMSC. See part c Collective Worship - Monitoring provision - Inspection reports

Supportive Review Visits

As part of SACRE's monitoring programme, reports on visits in two High Schools consortia of 10 schools – were received and discussed.

In analysing these reports, the good features that were identified in the reports for two or more schools were:

<i>Features identified in Supportive Review Reports</i>	<i>No. of schools</i>
Work / tasks and activities	2
Development / planning procedures	2

All other good features identified were for individual schools as follows:

- The use of key questions from the scheme of work in KS3 scheme of work is good practice.
- Well organised / good skills coverage in both documentation and sample work
- Exam results
- Large pupil numbers for full course GCSE and A Level
- The learning walks are a good way to get a snapshot of how RE is delivered within the school
- Some excellent pupils work e.g. pupils writing from Jesus' point of view
- Portfolio of work
- Links with the community
- Opportunities for RE in the Foundation Phase
- Tracking and assessment procedures
- Scheme of work contains clear references to the three core skills
- Leadership of the subject

In Areas of Development the table below indicates the aspects noted for two or more schools:

<i>Development noted in Supportive Review Reports:</i>	<i>No. of schools:</i>
View of policy	2
Express need to be embedded / included in written work	4
Portfolio of levelled work – already a subject target in one	3

The other areas for development were for individual schools, and were as follows:

- Focus on Hinduism in the scheme of work rather than a range of religions
- Separate RE and Collective Worship
- Update Foundation Phase scheme of work
- Develop links between schools, policies, themes etc
- Allocation time is below the specification recommended allowance and Flintshire Agreed Syllabus
- Continue to monitor the subject within the school policy
- Include Comprehensive Guide within the scheme of work
- More written work to reflect RE skills
- Focus on Judaism to make more of the teaching opportunities and topics
- Explicitly state the aims in the policy
- Allow more opportunities to allow pupils to compare beliefs, teachings and practice.

The recommendations that were made for two or more schools were as follows:

<i>Recommendations in Supportive Review Reports</i>	<i>No. of schools</i>
Use Of Comprehensive Guide to aid short term planning / activities directly inlkd to the provision areas /ensure that work is reflective of all three RE skills	3
Use Woodlands Junior School website in helping to plan/create themes	2
Many RE lessons have 'engage and expression' as discussion, but will it be remembered? It could be used as a hook for the next lesson	3
Develop creation / writing of individual / class / school prayer	2

All other recommendations were for individual schools:

- Pupils to keep a diary about work / project they have been working on
- Prayer factor – create a school pray
- Compare aspects of traditional Christian belief and practice with visits to the local Evangelical Church

In the same manner as for Inspection Reports, schools were written to after their consortium report was considered by SACRE and given copies of the report presented to SACRE and congratulated for the good features identified in their own particular school. Schools have found this process encouraging and have also been able to link up with other schools where to pass on good practice.

b. Methods of teaching

The SACRE and LA have provided comprehensive documents and materials in support of the Agreed Syllabus, and these contain advice on methods of teaching and delivery of RE.

In addition, advice on teaching methods is contained in the visits to schools of the Senior Learning Advisor, for Supportive Review monitoring, planned support or for school based INSET sessions.

INSET sessions have been conducted as a part of the criteria in the Better Schools Fund in terms of meeting the requirements of the revised school curriculum. These sessions have been well attended and found useful and informative by schools.

The twilight INSET sessions for primary coordinators continued this year.

The document 'RE in the Foundation Phase' has encouraged RE to be taught within the integrated provision areas of the classroom.

Choosing teaching resources

The SACRE has not formally advised schools in the matter of purchasing teaching resources, deeming this to be a matter for the schools themselves. However, through the visits of the Senior Learning Advisor – for Supportive Review monitoring, for planned support, and for school based INSET sessions – advice is given. Additionally, specific requests are made to the Inspector/Adviser for advice on teaching resources.

The twilight INSET offered opportunities for primary RE teachers to discuss resources and good practice.

Provision of Initial Teacher Training

For a variety of reasons it had not been possible during the year to make a visit to or receive a visit from an Initial Teacher Training Institute, but it is hoped that this process can be continued in a future year.

c) Collective Worship

i. Monitoring provision

Inspection Reports

As part of the process of monitoring, Estyn Inspection Reports are analysed in terms of collective worship, spiritual, moral, social and cultural development (SMSC). These are compiled and noted by SACRE. Letters are sent to schools following the consideration of them in SACRE, commending good practice and offering support as may be necessary.

Over the year 13 schools' inspection reports were analysed as follows::

<i>Positive Comments relating to SMSC reported under the following quality indicators:</i>	<i>No of schools</i>
Care, support and guidance (KQ 2)	13
Learning experiences (KQ 2)	8
Well being (KQ 1)	6
Learning environment (KQ 2)	6
Partnership working (KQ 3)	4

In terms of negative comments the following were noted:

<i>Negative Comments</i>	<i>No of schools</i>
Recommendations:	
<ul style="list-style-type: none"> Continue to further the standards and wellbeing of learners 	2
<ul style="list-style-type: none"> Further strengthen the links with the local community 	1
Care, support and guidance (KQ 2)	1
Learning experiences (KQ 2)	5
Leadership (KQ 3)	1

Supportive Review Visits

As with RE, there is a programme of supportive review monitoring visits to schools, and two high schools and their natural feeder primary schools were covered during the year.

There was only one good feature regarding Collective Worship for more than two schools identified in visits:

<i>Good features identified in Supportive Review Reports</i>	<i>No. of schools</i>
Planning and themed approach to collective worship	3

There was only one area for development regarding Collective Worship for more than two schools identified in visits:

<i>Areas for development identified in Supportive Review Reports</i>	<i>No. of schools</i>
Creation of themes to aid the planning and delivery of Collective worship	2

There were three areas for development for an individual school:

- Policy for Collective Worship
- Monitoring procedures to ensure collective worship is being done across the school
- Separate RE and Collective worship – file and development plan for each

There were no areas for recommendations identified for Collective Worship

As in line with the supportive review process schools are written to once their report has been discussed in SACRE, and are given a copy of the whole consortium report. Schools have found this process both informative and valuable, and there has been much sharing of good practice through it.

iii) Guidance Documents

As staff move schools and new staff are appointed, they are made aware of guidance documents on Collective Worship and RE. 'A comprehensive guide to RE', 'That's the Spirit' and 'RE in the Foundation Phase' developed by three authorities are often referenced to in recommendations to schools by the Senior Learning Advisor RE and are available electronically.

iv) Resources recommended

The guidance documents referred to above contain references to resources valued and recommended or evaluated by serving teachers. Additional advice is offered by the Senior Learning Advisor RE through visits to schools, whether for the Supportive Review monitoring visits, planned support visits, or specific school based INSET sessions. In addition, advice is offered in response to specific requests. Also schools are informed of resources through the RE News which is distributed to all schools, and they have access to the Welsh National Centre for RE resources at Bangor University and also the St Mary's Centre for RE.

The transition unit materials for year 6 and 7 continue to be available to all Flintshire schools.

The document, 'RE in the Foundation Phase' is also available for all Flintshire schools as a resources as well as a guidance document.

v) INSET for Collective Worship

INSET has been given to all Flintshire NQT's on the delivery of effective Collective Worship.

vi) Evaluation of the effectiveness of guidance

No formal evaluation of the original guidance material has been undertaken, but responses from schools to the materials, and comments offered through school visits have indicated how much the schools have valued the materials and used them in planning and enhancing their provision.

vii) Determinations

The BHA have requested representation on SACRE

3) Other Matters

a) Local

The provision of a 6th form RE conference continues to be used by high schools in Flintshire. The guidance documentation is now available electronically on the Flintshire Moodle.

b) National

(i) Estyn:

Inspection Reports on schools were received and analysed, as reported.

(ii) DFES:

The SACRE has been informed of developments and initiatives undertaken by or through the Department for Children, Education, Lifelong Learning and Skills. Members received information relating to the securing teacher assessment initiative at KS3.

(iii) WASACRE

Members of SACRE and the LA were represented at all the meetings of WASACRE, and received some of the presentations that had been made. SACRE continued to receive reports from representatives attending the meetings of the Association, and also receiving of minutes and papers from WASACRE.

(iv) Complaints

No complaints were received by the SACRE.

4. Appendices:

a) Composition of SACRE

Religious Denominations:

Roman Catholic <i>Mrs Rita Price</i>	Roman Catholic <i>Nomination awaited</i>	Church in Wales <i>Mrs Helen Hughes</i>
Church in Wales <i>Sue Jones</i>	Presbyterian (English) <i>Mrs Delyth McIntyre</i>	Presbyterian (Welsh) <i>Rev. Huw Powell</i>
Methodist (Welsh) <i>Dora Jones</i>	United Reformed <i>Nomination awaited</i>	Union of Welsh Independents <i>Gareth W Jones</i>

b) Teacher Associations:

Secondary Headteacher <i>Derek Doran</i>	Junior Headteacher <i>Ms M Madoc-Jones</i>
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Infant Headteacher <i>Dawn Westaway</i>	Infant Classteacher <i>Yvonne Barker</i>
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Secondary RE
Huw E Jones

Junior Classteacher
Paula Walsh

Special School
Mrs L Harkin

c) County Councillors:

Cllr. R C Bithell Cllr. F Gillmore
Cllr. C Legg Cllr. A Minshull
Cllr E.W. Owen Cllr. V Gay
Cllr. N Steele-Mortimer Cllr. S Jones
Cllr. R Hughes

Education Officers:

Director of Lifelong Learning
Mr Ian Budd
Head of Schools' Service
Mr Elwyn Davies
Senior Learning Adviser RE
Philip Lord

d) Co-opted Members

Mr D Morgan

b) Number and dates of meetings

SACRE meetings:

16 November 2011
21 March 2012
13 June 2012

c) Organisations receiving the report

DCELLS
SACRE Members
All LA Schools
WASACRE
Diocese of Bangor
Diocese of St Asaph
Diocese of Wrexham
Welsh National Centre for RE
LAs of Wales
Trinity College Carmarthenshire

TABLES OF EXAMINATION RESULTS *TABLAU O GANLYNIADAU ARHOLIAD*

Flintshire Schools – Table 1
Ysgolion Sir y Fflint – TABL 1

GCSE RESULTS 2011: ALL – RELIGIOUS STUDIES
CANLYNIADAU TAGAU 2011: PAWB – ASTUDIAETHAU CREFYDDOL

Schools / <i>Ysgolion</i>	Total <i>Cyfanswm</i>	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A*-C	% A*-G
Elfed	0																				
CQHS/ <i>Cei Conna</i>	46	0	0.0	3	6.5	17	38.1	21	46.6	5	11.1	0	0.0	0	0.0	0	0.0	0	0.0	91.1	100
Flint/ <i>Fflint</i>	17	2	11.8	4	23.5	10	58.8	1	5.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
St.Richard Gwyn	109	3	2.8	11	10.1	14	12.8	28	25.7	10	9.2	17	15.6	18	16.5	7	6.4	1	0.9	51.4	99.1
Hawarden/ <i>Penarlŷg</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Holywell/ <i>Treffynnon</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Castell Alun	48	19	39.6	12	25.0	12	25.0	2	4.2	3	6.2	0	0.0	0	0.0	0	0.0	0	0.0	93.7	100
Alun,Mold	45	7	15.5	11	24.4	10	22.2	11	24.4	2	4.4	3	6.6	1	2.2	0	0.0	0	0.0	86.6	100
Argoed	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Maes Garmon	13	0	0.0	2	15.4	9	69.2	2	15.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
John Summers	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
St.David's / <i>Dewi Sant</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
LEA Totals <i>Cyfanswm AALL</i>	278	31	11.1	43	15.6	72	25.9	65	23.4	20	7.2	20	7.2	19	6.8	7	2.5	1	0.3	75.9	99.6
<i>All Wales Holl Cymru</i>	9727	1333	13.7	1838	18.9	2130	21.9	1790	18.4	1138	11.7	642	6.6	457	4.7	272	2.8	126	1.3	72.9	98.7

Flintshire Schools Table 2: GCSE 2011: ALL – RELIGIOUS EDUCATION: SHORT COURSE
Ysgolion Sir y Fflint – TABL 2 CANLYDIADAU TGAU 2011 PAWB – ASTUDIAETHAU GREFYDDOL: CWRS BYR

Schools <i>Ysgolion</i>	Total <i>Cyfanswm</i>	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% <i>A*-C</i>	% <i>A*-G</i>
Elfed	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Connah's Quay	115	1	0.9	6	5.2	22	19.1	28	24.3	19	16.5	15	13.0	12	10.4	10	8.7	2	1.7	49.5	98.3
Flint	17	2	11.7	4	23.5	10	58.8	1	5.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
St.Richard Gwyn	28	0	0.0	0	0.0	1	3.6	12	42.8	1	3.6	1	3.6	5	17.8	8	28.6	0	0.0	46.4	100
Hawarden	167	5	3.1	22	13.2	27	16.2	47	28.1	29	17.3	20	11.9	11	6.6	5	3.1	1	0.6	60.5	99.4
Holywell	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100	0	0.0	0	0.0	0.0	100
Castell Alun	115	22	19.1	19	16.5	27	23.5	26	22.6	12	10.4	8	6.9	1	1.0	0	0.0	0	0.0	81.7	100
Alun,Mold	161	19	11.8	19	11.8	27	16.8	34	21.1	25	15.5	19	11.8	10	6.2	6	3.7	2	1.2	61.5	98.7
Argoed	119	10	8.4	12	10.1	21	17.6	27	22.7	27	22.7	11	9.2	3	2.5	8	6.7	0	0.0	58.8	100
Maes Garmon	70	0	0.0	6	8.6	8	11.4	23	32.8	14	20.0	7	10.0	7	10.0	5	7.1	0	0.0	52.8	100
John Summers	53	1	1.9	4	7.5	6	11.3	9	17.1	7	13.2	12	22.6	11	20.7	3	5.7	0	0.0	37.7	100
St.David's Saltney	94	14	14.9	10	10.6	11	11.7	27	28.7	11	11.7	6	6.4	12	12.7	2	2.1	1	1.1	65.9	98.9
LEA Totals <i>Cyfanswm AALL</i>	940	74	7.9	102	10.8	160	17.0	234	24.9	145	15.4	99	10.5	73	7.7	47	5.0	6	0.6	60.6	99.4
All Wales <i>Holl Cymru</i>	18318	1722	9.4	2253	12.3	3096	16.9	3554	19.4	2638	14.4	2125	11.6	1612	8.8	952	5.2	366	2.0	58.0	98.0

Flintshire Schools –TABLE 3 GCE ADVANCED LEVEL RESULTS 2011– ALL -RELIGIOUS STUDIES
Ysgolion Sir Y Fflint – TABL 3 - CANLYNIADAU SAFON UWCH 2011 – PAWB ASTUDIAETHAU CREFYDDOL

Schools <i>Ysgolion</i>	Total <i>Cyfanswm</i>	A*	%	A	%	B	%	C	%	D	%	E	%	U	%	% A*-C	% A-E
Elfed	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Connah's Quay	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Flint	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
St.Richard Gwyn	15	0	0.0	2	13.3	3	20.0	3	20.0	4	26.6	2	13.3	1	6.6	28.4	93.3
Hawarden	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Holywell	5	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	1	20.0	3	60.0	0.0	40.0
Castell Alun	8	0	0.0	3	37.5	3	37.5	0	0.0	2	25.0	0	0.0	0	0.0	75.0	100
Alun,Mold	22	1	4.5	2	9.1	8	36.4	7	31.8	4	18.2	0	0.0	0	0.0	81.8	100
Argoed	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Maes Garmon	2	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	1	50.0	0	0.0	50.0	100
John Summers	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
St.David's Saltney	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
LEA Totals <i>Cyfanswm AALL</i>	52	1	1.9	7	13.5	14	26.9	11	21.1	11	21.1	4	7.7	4	7.7	63.4	92.3
<i>All Wales</i> <i>Holl Cymru</i>	1489	52	3.5	253	17.0	469	31.5	387	26.0	214	14.4	83	5.6	30	2.0	98.0	78.0



DRAFT

Cofnodion cyfarfod CCYSAGauC, Llandudno Junction,
Aberaeron, 26 Mehefin 2012, 10.30am – 3pm

Minutes of the Wales Association of SACREs meeting, 26
June 2012, 10.30am-3pm
Llandudno Business Centre, Llandudno Junction

<p>Ynys Môn / Anglesey Rheinallt Thomas</p> <p>Blaenau Gwent Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans</p> <p>Caerffili/ Caerphilly Vicky Thomas</p> <p>Caerdydd / Cardiff</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry</p> <p>Ceredigion</p> <p>Conwy Nicholas Richter Nayland Southern Chris Noon</p>	<p>Sir Ddinbych / Denbighshire Brian Huw Jones</p> <p>Sir y Fflint / Flintshire Phil Lord</p> <p>Gwynedd W M Meredith</p> <p>Merthyr Tudful / Merthyr Tydfil Vicky Thomas</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Jen Malcolm</p> <p>Casnewydd / Newport Vicky Thomas</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys John Mitson Christine Robinson</p>	<p>Rhondda Cynon Taf</p> <p>Abertawe / Swansea Vicky Thomas</p> <p>Torfaen Vicky Thomas</p> <p>Bro Morgannwg / Vale of Glamorgan Vicky Thomas</p> <p>Wrecsam / Wrexham Libby Jones Tania ap Siôn Catrin Rowlands</p> <p>Sylwedyddion / Observers Leslie Francis (Canolfan y Santes Fair / St Mary's Centre)</p>
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**Minutes of the Wales Association of SACREs meeting, 26 June 2012, 10.30am-3pm
Llandudno Business Centre, Llandudno Junction**

1. Introduction and Welcome The Chair, Edward Evans, welcomed everyone to Llandudno Junction and a special warm welcome was extended to Ysgol Maelgwyn, who sang four songs and were presented with a copy of Gill Vaisey's book; and Ysgol Emrys ap Iwan, who could not attend the meeting, but whose DVD presentation was introduced by Head of RE, Chris Noon. Director of Education for Conwy, Geraint James, also welcomed members.

2. Quiet reflection The Chair related a story about the two seas in Palestine. He linked this to the people of this world and the Olympics.

3. Apologies Ben Wigley, Gavin Craigen, Graham Longster, Brian Rogers, Dafydd Treharne, Sue Cave, Carys Prichard, Geraint Hopkins, Lyndon Lloyd, Chris Abbas, David Griffiths.

4. Minutes of the meeting held in Aberaeron, 30th March 2012 Correction to p5 Item 4: Joyce Howells is from Ceredigion not Carmarthenshire. The minutes were accepted as a true record of the meeting.

5. Matters arising Item 4 (p 5): KS3 Moderation. Discussion has taken place in NAPfRE about the outcomes and how we will take this forward. This will be considered further when more information is available. There will be a presentation by Gavin Craigen regarding KS3 Moderation in the autumn meeting in Merthyr Tydfil.

Item 8 (p8): Examination data. A letter was sent to the Welsh Government to request an update. The response received by RCT SACRE provided a web link and a contact through which additional data could be pursued. Two members of NAPfRE had been assigned the task of exploring the data available, and reporting back to Tania ap Sion, who would then communicate with the contact.

Item 9 (p9): REQM. WASACRE has been approached by the RE council about whether the REQM could run in Wales. Members of NAPfRE have discussed this and recommend that we send a representative from NAPfRE to be trained as an assessor. This should provide more information about the REQM. WASACRE and NAPfRE would then be able to make a decision based on a better understanding of the REQM and the process involved.

6. Collective Worship document Members were presented with the completed document, which had taken account of all the feedback given. The question of the difference between corporate and collective worship had arisen in some SACREs and it was agreed to add a footnote in the guidance explaining the difference. Tania ap Sion thanked Rheinallt Thomas for checking the Welsh translation of the document. Members agreed that the document is ready to be published with the inclusion of the footnote. Thanks were extended to Tania ap Sion for her work on the document.

The guidance document will now be available on the WASACRE website and sent electronically to all 22 SACREs for further circulation to all schools in their area. A copy will also be sent to Estyn. Also on the website there will be case studies of acts of collective worship from different schools in Wales which reflect aspects of good practice identified in the guidance document. Mary Parry suggested that the guidance document should be sent to Estyn with some of the case studies, and Tania ap Sion agreed that this would be done.

Rheinallt Thomas shared with members the response he had received from Anne Keane (Estyn). Anne Keane confirmed that during an inspection the report will note whether or not a school is following the legal requirements for collective worship and if the statutory requirements are not met (not higher than adequate) Estyn cannot have anything higher than adequate in the reports. Concerns were raised as to the accuracy of this statement and about what sanctions are in place for schools that do not comply with the legal requirements. It was confirmed that it is the responsibility of the local authority to take action on this, highlighting the importance and value of the current monitoring system local Authorities have in place, i.e., through advisors and SACREs.

7. Presentation by Tania ap Sion: SACREs and the Local Community: Report on the WASACRE survey of SACREs in Wales

The Report had now been completed and will be made available to all SACREs in Welsh and English. Members received information about the structure of the report: survey context; design; results; next steps; appendices. The aims of the survey were to map the relationships between SACREs and their local communities and to share practice through an exploration of:

- SACRE representation on Committee A (Christian denominations and other religions and their denominations)
- SACRE co-opted representation
- SACRE relations with Christian denominations and other religions and their denominations
- SACRE involvement with local interfaith organisations and other local interfaith initiatives

An excellent response had been received from SACREs in Wales and Tania ap Sion summarised the results of the survey. The survey has shown that a lot of the good work takes place between SACREs and their local communities. Based on the findings of the survey, a series of recommendations have been devised for WASACRE and individual SACREs. It was suggested that each SACRE should have a working group to ensure the recommendations are met and that they should continue to offer presentations at WASACRE and to promote national and international initiatives relevant to community cohesion. SACREs were also encouraged to explore the Resilience project and to update the 'So you are joining our SACRE' handbooks. All relevant organisations are listed in the report. Thanks were extended to all our SACREs for completing the survey. Chair thanked Tania for

her hard work on this report. The document will be circulated electronically, but hard copies can be requested.

GV offered to share her directory of relevant religious organisations with WASACRE.

8. NAPfRE Presentation: Leslie J Francis: Young People's Attitudes to Religious Diversity The Young People's Attitudes to Religious Diversity Project was established in the Warwick Religions and Education Research Unit by Professor Robert Jackson in October 2009 within the Religion and Society Programme funded by the Arts and Humanities Research Council and the Economic and Social Research Council. The quantitative project led by Professor Francis set out to capture the views of at least 2,000 pupils (years 9 and 10) from each of the five nations of the UK. Within each nation the target was to survey 1,000 pupils attending state-maintained schools with a religious character (mainly Anglican, Catholic or shared by these two denominations) and 1,000 pupils attending state-maintained schools without a religious character. At the time of the present analysis 1,945 pupils had participated from Wales. This excellent response from Wales was due to the support of colleagues from WASACRE and NAPfRE.

The presentation illustrated the rich potential of the Young People's Attitudes to Religious Diversity Project by selecting just part of the data and by focusing on specific issues. The presentation reported on male students only (since these are generally more difficult to engage in discussion about religion) and on nine themes from the survey addressing the questions: Who believes in God? What influences views about religion? What do young people think about religious education in schools? What do young people believe about science and religion? What do young people believe about life after death? Does belief in God make a difference to life? Respecting religion differences; Experiencing respect for religious differences; Allowing religious difference to flourish. In addition, a key comparison was offered between the views of those who believe in God and the views of those who do not believe in God, responding to the question, does belief in God matter in terms of shaping attitudes toward life in religiously diverse Wales?

Following the presentation, Leslie thanked Tania ap Sion and Gemma Penny for their contributions and the schools that participated. Members agreed that there was a great deal of thought-provoking data. In addition, in light of the current discussions on how to cover numeracy within the RE curriculum, it was felt that the project could be extremely useful as a basis for discussion in the RE classroom. It was also suggested that the results would be useful for raising the morale of RE teachers across Wales. The Chair thanked Leslie Francis for his presentation.

9. RE Council Report Tania ap Sion reported that she had represented WASACRE at the All Party Parliamentary Group (APPG) on RE launch at the House of Commons on 11 June 2012. At the launch details of a survey by YouGov on attitudes to RE were presented. The survey results showed that over half of the adults surveyed held that RE should remain a compulsory subject in state-funded schools and that it is 'beneficial' to pupils. These figures rose sharply to almost two-thirds in the 18 to 24 age group.

10. Correspondence There was nothing in addition to that already referred to elsewhere in the meeting.

11. Report from the Executive Committee held on 24 May The Chair presented the minutes. Item 9 – Vicky Thomas raised the question about the format of SACRE Annual Report. There is no indication that this will change before December 2012.

12. Showcase of RE resources Gill Vaisey showed members copies of her new books, which are now 50% off to schools. Members were offered the books at a further discounted price. There are some Puddles and Muslim story electronic resources on her website linked to the foundation phase which are free. ‘Puddles and the Christening Splash’ will soon be published.

Rheinallt Thomas (REMW) spoke on behalf of Ben Wigley. He drew attention to copies of *RE ideas* for next term, “Why is it like this?” He requested suggestions of materials from schools that could be published (contact Sali Roberts or Rheinallt Thomas).

13. A.O.B. There was no other business.

14. Date of next meeting 23 November 2012, Merthyr Tydfil, Council Chamber.

15. Nominations for the Executive Committee Voting took place for the two places on the Executive Committee with Leslie Francis and Wyn Hobson acting as tellers.

Minutes of the Annual General Meeting, 26 June 2012, Llandudno Junction

1. Minutes of the Annual General Meeting held in Llangefni, 24th June 2011 The minutes were accepted as an accurate record of the meeting

2. Matters Arising There were no matters arising.

3. WASACRE Report for 2010-11 The Chair presented the annual report of the activities of the Association for 2010-11. Vicky Thomas and Brian Rogers were elected last year to the Executive Committee. Rheinallt Thomas gave warm hearted thanks to Tania ap Sion for her work as Secretary to the Association; she continues her work as Vice Chair. It was agreed by members that Libby Jones would now take on the position of Secretary (previously Assistant Secretary). Past Chair Michael Gray also extended his thanks to Tania ap Sion.

4. Treasurer’s Report John Mitson (Treasurer) presented the report. During the year income exceeded expenditure by £3384.66, which is an improvement on the position in 2010/11 when the income exceeded expenditure by £2184.37. The financial year commenced with a balance of £14939.22 and ended with a balance of £18812.88. The finances of WASACRE, therefore, remain in a healthy condition, which will assist WASACRE in funding its planned activities in the coming year.

Members received and adopted the statement of accounts. The main source of income for WASACRE during 2011/12 is through annual subscriptions, paid by member SACREs. The Bank interest remains small. Members accepted Treasurer's recommendation that the subs go up from £400 to £408 pounds. Last year mileage went up to 45p per mile. Members supported the proposal of the Treasurer to keep the mileage and the expenses payments the same for this year. The Treasurer also confirmed that there are sufficient funds in this year's budget for the Annual Summer Conference 2013.

John Mitson asked for accounts to be accepted. Members accepted the accounts and the Chair thanked John Mitson for a clear and succinct report and his work throughout the year.

5. Election of the members to the Executive The results of the election: Phil Lord (Denbighshire) and Rheinallt Thomas (Anglesey) were elected to the Executive Committee). The Chair welcomed them and thanked them for their applications and their contributions so far. Concern was raised about the number of members attending WASACRE main meetings when they were held in North Wales. Vicky Thomas reminded members that the reason for advisor absences is due to Local government reorganisation. Tania ap Sion proposed that this is placed on the agenda for the next Executive meeting.

6. List of Executive Committee members A list of members of the Executive Committee for 2011/12 was presented and included in the papers of the meeting. It was confirmed that the word 'Assistant' is to be omitted from Libby Jones' title. It was confirmed that Bethan James had taken over from Gill Vaisey as NAPfRE representative on the Executive Committee. Phil Lord is added to the list and Rheinallt Thomas continues.

The Chair, Edward Evans, thanked the two Conwy schools, Ysgol Maelgwyn from Llandudno Junction and Ysgol Emrys ap Iawn from Abergele. He also thanked Geraint James, Director of Education for Conwy; Wyn Hobson for his translation; Chris Noon (Ysgol ap Iawn) for his presentation; and Members of WASACRE for their contributions and attendance.