

**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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<b>Executive Summary</b>		
<b>Topics/Issues:</b>	<b>Advice given:</b>	<b>Implemented By LEA:</b>
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 <sup>th</sup> form conferences have continued offering year 12 learners the opportunity to consider the relevance of God in the 21 <sup>st</sup> 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 inked 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"> <li>Continue to further the standards and wellbeing of learners</li> </ul>	2
<ul style="list-style-type: none"> <li>Further strengthen the links with the local community</li> </ul>	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 6<sup>th</sup> 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  
*Mrs Rita Price*

Roman Catholic  
*Nomination awaited*

Church in Wales  
*Mrs Helen Hughes*

Church in Wales  
*Sue Jones*

Presbyterian (English)  
*Mrs Delyth McIntyre*

Presbyterian (Welsh)  
*Rev. Huw Powell*

Methodist (Welsh)  
*Dora Jones*

United Reformed  
*Nomination awaited*

Union of Welsh  
Independents  
*Gareth W Jones*

### **b) Teacher Associations:**

Secondary Headteacher  
*Derek Doran*

Junior Headteacher  
*Ms M Madoc-Jones*

Infant Headteacher  
*Dawn Westaway*

Infant Classteacher  
*Yvonne Barker*

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>Penarlwg</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*

<b>Schools</b> <i>Ysgolion</i>	<b>Total</b> <i>Cyfanswm</i>	<b>A*</b>	<b>%</b>	<b>A</b>	<b>%</b>	<b>B</b>	<b>%</b>	<b>C</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>E</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>G</b>	<b>%</b>	<b>U</b>	<b>%</b>	<b>%</b> <i>A*-C</i>	<b>%</b> <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	<b>0.0</b>	<b>0.0</b>
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	<b>49.5</b>	<b>98.3</b>
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	<b>100</b>	<b>100</b>
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	<b>46.4</b>	<b>100</b>
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	<b>60.5</b>	<b>99.4</b>
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	<b>0.0</b>	<b>100</b>
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	<b>81.7</b>	<b>100</b>
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	<b>61.5</b>	<b>98.7</b>
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	<b>58.8</b>	<b>100</b>
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	<b>52.8</b>	<b>100</b>
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	<b>37.7</b>	<b>100</b>
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	<b>65.9</b>	<b>98.9</b>
<b>LEA Totals</b> <i>Cyfanswm AALL</i>	<b>940</b>	<b>74</b>	<b>7.9</b>	<b>102</b>	<b>10.8</b>	<b>160</b>	<b>17.0</b>	<b>234</b>	<b>24.9</b>	<b>145</b>	<b>15.4</b>	<b>99</b>	<b>10.5</b>	<b>73</b>	<b>7.7</b>	<b>47</b>	<b>5.0</b>	<b>6</b>	<b>0.6</b>	<b>60.6</b>	<b>99.4</b>
<b>All Wales</b> <i>Holl Cymru</i>	<b>18318</b>	<b>1722</b>	<b>9.4</b>	<b>2253</b>	<b>12.3</b>	<b>3096</b>	<b>16.9</b>	<b>3554</b>	<b>19.4</b>	<b>2638</b>	<b>14.4</b>	<b>2125</b>	<b>11.6</b>	<b>1612</b>	<b>8.8</b>	<b>952</b>	<b>5.2</b>	<b>366</b>	<b>2.0</b>	<b>58.0</b>	<b>98.0</b>

**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***

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