

# Public Document Pack

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Pennaeth Gwasanaethau Cyfreithiol a Democraataidd



To:

CS/NG

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

20 November 2013

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. R. Keating, Mrs. L. Harkin, Mr. H.E. Jones,  
Mrs. M. Madoc Jones and Ms. P. Walsh

## CO-OPTED MEMBERS

Mr. D. Morgan

Mr. Philip Lord (Systems Leader)

Dear Sir / Madam

A meeting of the **FLINTSHIRE SACRE** will be held in the **CLWYD COMMITTEE ROOM, COUNTY HALL, MOLD CH7 6NA** on **WEDNESDAY, 27TH NOVEMBER, 2013** 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 **APOLOGIES FOR ABSENCE**

2 **DECLARATION OF INTEREST: CODE OF LOCAL GOVERNMENT CONDUCT**

Members are reminded that they must declare the **existence** and **nature** of their declared personal interests.

3 **APPOINTMENT OF VICE-CHAIRMAN**

To appoint a Vice-Chairman (from the Teacher Association Representatives) for this academic year, to become Chairman from the first meeting in the academic year 2014/15.

4 **URGENT MATTERS**

Notice of items which, in the opinion of the Chairman, should be considered at the meeting as a matter of urgency pursuant to Section 100B(4) of the Local Government Act 1972.

5 **MINUTES** (Pages 1 - 6)

To approve and sign as a correct record the minutes of the previous meeting held on 3<sup>rd</sup> July 2013.

6 **SACRE DRAFT ANNUAL REPORT 2012-13** (Pages 7 - 24)

To consider a report to approve the draft SACRE Annual report (copy enclosed).

7 **ANALYSIS OF INSPECTION REPORTS** (Pages 25 - 28)

To receive the analysis of recent Estyn Inspection Reports copy enclosed).

8 **ESTYN REPORT ON RELIGIOUS EDUCATION IN SECONDARY SCHOOLS** (Pages 29 - 50)

To receive a presentation on the report published June 2013 (copy enclosed).

9 **SACRE MEETING TIMES**

To discuss varying the meeting times of SACRE.

10 **WASACRE** (Pages 51 - 76)

(i) To receive the minutes of the last meeting of the Association (copy enclosed)

(ii) To agree attendance to the next WASACRE (Caerphilly)

(iii) WASACRE financial reports (copies enclosed)

(iv) Flintshire SACRE's vote for the third place on the WASACRE Executive Committee (this is due to a tie in votes between Councillor Michael Gray and Reverend Roy Watson) – profiles enclosed

11 **DATE AND TIME OF THE NEXT MEETING**

The next meeting will be held at 2pm on Wednesday, 5<sup>th</sup> March 2014 in the Clwyd Committee Room, County Hall, Mold.

**FLINTSHIRE STANDING ADVISORY COUNCIL**  
**FOR RELIGIOUS EDUCATION (SACRE)**  
**3 JULY 2013**

Minutes of the meeting of the Flintshire Standing Advisory Council for Religious Education (SACRE) of Flintshire County Council held at Clwyd Committee Room, County Hall, Mold CH7 6NA on Wednesday, 3rd July, 2013

**PRESENT:**

Councillors: Chris Bithell, Colin Legg, Dave Mackie (Vice-Chairman in the Chair), Nigel Steele-Mortimer and Carolyn Thomas

Religious Denominations: Mrs. D. Jones and Rev. H. Powell-Davies

Teacher Associations: Mr. R. Keating

**APOLOGIES:**

Councillors: Adele Davies-Cooke and Hilary Isherwood  
Mrs. Y. Barker, Mr. Gareth Wyn Jones, Mrs. M. Madoc Jones, Ms. S. Jones and Mrs. D. McIntyre

**IN ATTENDANCE:**

Systems Leader and Committee Officer

**1. DECLARATIONS OF INTEREST: CODE OF LOCAL GOVERNMENT CONDUCT**

No declarations of interest were made.

**2. URGENT MATTERS**

The Chairman indicated that there were no urgent matters for consideration.

**3. MINUTES**

The minutes of the meeting held on 6 March 2013 were submitted.

**Matters Arising**

Councillor Chris Bithell referred to minute number 16 on Regional School Effectiveness and Improvement Service (RSEIS) and asked whether following the change to Gwasanaeth Effeithiolrwydd (GwE) arrangements, there would be a North Wales SACRE rather than SACREs in each local authority. The Systems Leader indicated that this would require a change in the law as SACRE was a statutory requirement for each local authority. However, following the Hill report, discussions were beginning on reducing the number of education services in Wales but there would still be one SACRE for each Authority.

Mr. R. Keating referred to the meeting times of SACRE and suggested that an alternative start time be considered. The Chairman asked for the item to be included on the agenda for the next SACRE meeting. Councillor Chris Bithell

suggested that a letter be sent to all members asking them for their thoughts on a later start time. It was agreed that the Committee Officer would contact the members of SACRE by email for their views of meeting times.

The Systems Leader referred to the final paragraph on minute number 20 about the self evaluation questionnaire being submitted to the Primary and Secondary Headteachers Federation. He explained that in other authorities, the questionnaire was submitted once every six years in the year the school was inspected by Estyn but at the previous meeting, SACRE had discussed asking schools to complete the questionnaire every two years. Mr. Keating felt that the decision made at the previous meeting should be confirmed.

Following a question about whether contact had been made with Further Education establishments within Flintshire to discuss collaborative work being undertaken in the future, the Systems Leader said that this issue was being pursued and it was hoped that the item would be included on the agenda for the next meeting of SACRE.

#### Accuracy

Councillor Colin Legg suggested that the word 'bi-annual' in the final paragraph and resolution to minute number 20 be amended to read 'biennial'.

#### **RESOLVED:**

- (a) That subject to the suggested amendment, the minutes be approved as a correct record;
- (b) That the Committee Officer contact the members by email to obtain their views on amending the start time of future meetings; and
- (c) That consideration of an alternative start time be included on the agenda for the next meeting of the committee.

#### **4. ANALYSIS OF INSPECTION REPORTS**

The Systems Leader introduced the report on the analysis of inspection reports for five schools inspected under the new Estyn Framework between November 2012 and January 2013:-

Ysgol Maes Garmon, Mold  
Sealand CP School  
Ysgol Mynydd Isa, Bryn y Baal  
Wood Memorial CP, Saltney  
Sychdyn CP

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 standards; wellbeing; learning experiences; care, support and guidance; learning environment and partnership working. He also detailed the negative comments for learning experiences and care, support and guidance about not complying with the

statutory requirements for Collective Worship and the recommendation in the report about the need to comply.

Mr. R. Keating expressed significant concern about the comments shown in the report as they did not appear to reflect anything to do with religion. The report made no statement about religious education in schools, included a small amount about collective worship and made no reference to the development of religious education or collective worship. Councillor Colin Legg concurred and said that some aspects of religion were fundamental and that SACRE was not fulfilling what he had hoped. Councillor Chris Bithell also agreed with the comments of Mr. Keating and Councillor Legg but said that there seemed to be a change in emphasis from previous reports and queried whether this was due to a change in approach by Estyn. The Systems Leader said that there had been a change in 2010 to reduce the key questions from 7 and this had resulted in generic data which did not focus on specific subjects. The monitoring procedure had continued until 2012. He said that he now worked within a broad context of school improvement. On the role of SACRE he said that the self evaluation questionnaire would replace the monitoring report and that this was discussed at the previous meeting. He commented on other ways that SACRE members could monitor schools which could include undertaking visits as SACRE still had a duty to monitor Religious Education and Collective Worship. The committee would be asked to consider the RE quality framework at the meeting scheduled for the Autumn term.

Mr. Keating said that his comments were not a reflection of the work undertaken by the Systems Leader but were about the report completed by Estyn which followed a formulaic style. He added that he felt that the reports were too general. Following a discussion, Councillor Nigel Steele-Mortimer suggested that future monitoring reports not be included in the agendas. Councillor Chris Bithell suggested that a letter be sent to the Minister on whether there was a continuing need for SACREs.

In response to the comments made, the Chairman said that the questionnaire should provide the information required by SACRE about the monitoring of Religious Education and Collective Worship and added that WASACRE were also considering the issue. The Systems Leader said that a letter would be sent out if a school did not reply to the questionnaire and if Collective Worship was not being carried out, this would be highlighted in the Estyn report.

**RESOLVED:**

- (a) That the report be noted; and
- (b) That the RE quality framework be included on the agenda for discussion at the next scheduled meeting of SACRE.

**5. COMPETITION**

The Systems Leader provided a verbal update on the RE Literacy and Numeracy Competition. He explained that 16 entries from 11 schools across

Conwy, Denbighshire and Flintshire had been submitted. The schools in Flintshire were:-

- Maes Hyfryd School, Flint
- Cornist Park School, Flint
- St David's High School, Saltney
- Southdown Primary School, Buckley
- St. Mary's School, Nercwys

He explained that the number of entries submitted was disappointing but it meant that prize money of £150 could be given to each of the 11 schools that had entered. The majority of entries were for literacy activities but five were for numeracy projects. The next step was to scan the material received and create a PDF of activities to email to all schools by the end of the current school year. The Systems Leader said that he hoped that the package would be a positive resource and added that it would be available for schools to use from the beginning of the 2013/14 school year.

**RESOLVED:**

That the update be received.

**6. REC SPONSORED WALK**

The Systems Leader provided a verbal update on the REC sponsored walk. He explained that £500 had been raised for the REC and Abergele Youth Action. He had written a report which was available on the REC website about the sponsored walk and he had attended an REC meeting earlier in the week where he had been congratulated for a positive day. He said that not as many people had turned up as he had hoped but the walk, which took about three hours, had been positive and CADW had opened the abbey in Llangollen for the walkers to visit.

The Chairman, on behalf of the Committee, congratulated the Systems Leader for his efforts. The Systems Leader said that sponsorship money could still be given and that he would send the Committee Officer a link to the just-giving website to pass onto to the members of the Committee.

**RESOLVED:**

That the update be received.

**7. TRANSITION PROJECT**

The Systems Leader gave a presentation to the committee on the Easter Transition day held at St. John's Methodist Church, Llandudno on 15<sup>th</sup> March 2013. The Year 9 pupils worked with Tim Gough for six weeks to prepare for their role as characters in the Easter story which they performed on the day. The Year 6 pupils were given I-pads to allow them to note any questions or issues they wanted to raise and to use the camera to video the characters and the i-book section to look at the Facebook pages (which had been created by Mr. Gough) for the characters. Mr. Gough hosted the day and undertook a lot of the

preparation work and it was hoped that the video of the day would create a valuable resource to encourage other schools to undertake similar projects. The Systems Leader explained how the day had progressed with the Good Friday story being told in the morning and the Easter Sunday story being portrayed in the afternoon by way of a press conference. All of the notes and resources which had been collected would be collated before being circulated to schools for future use.

Councillor Carolyn Thomas welcomed the initiative. Reverend H. Powell-Davies asked if there was any provision for the Welsh medium schools. The Systems Leader explained that one Welsh school had attended but the remainder of the documents and notes would need to be translated into Welsh.

**RESOLVED:**

That the update be received.

**8. WASACRE**

(i) Minutes of the WASACRE meeting held on 22<sup>nd</sup> March 2013

The Chairman introduced the minutes of the WASACRE meeting which had been held on 22<sup>nd</sup> March 2013.

The Systems Leader referred to page 19 about the agreed syllabus and said that a discussion had been made at WASACRE for SACREs to postpone their agreed syllabus conference until the results of the agreed syllabus review were known. On being put to the vote, the suggestion to delay the agreed syllabus conference was carried.

(ii) To agree attendance to the WASACRE conference on 10<sup>th</sup> October 2013 at Ty Dysgu, Cefn Coed, Nantarw, Cardiff

The Systems Leader explained that he would be attending the conference. He provided details of the items for discussion and said that Leighton Andrews, the Education Minister, had been invited to speak at the conference but following his resignation the new Education Minister, Huw Lewis, had been asked to attend. It was not yet known if he could attend on the original date of 10<sup>th</sup> October 2013 and therefore the date of the conference could change.

Following a discussion, it was agreed that once the date was confirmed, the Committee Officer would email the members of SACRE to ask for the names of those who would like to attend.

**RESOLVED:**

- (a) That the minutes be received; and
- (b) That the Committee Officer email the members of SACRE once the date of the WASACRE conference was confirmed to ask for names of those who would like to attend.

9. **DATE AND TIME OF NEXT MEETING**

The Chairman informed members that the next meeting of SACRE would be held at 2pm on Wednesday, 27<sup>th</sup> November 2013 in the Clwyd Committee Room, County Hall, Mold.

(The meeting started at 2.00 pm and ended at 3.11 pm)

.....  
**Chairman**



**Annual Report**

**of**

**Flintshire  
Standing Advisory Council  
for Religious Education**

**2012 - 2013**

## **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	<ul style="list-style-type: none"> <li>The Agreed Syllabus and Comprehensive Guide for RE are continuing to be used in schools to inform their planning and preparation.</li> </ul>	✓
RE: Standards	<ul style="list-style-type: none"> <li>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;</li> <li>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.</li> </ul>	✓ ✓
RE: Methods of Teaching	<ul style="list-style-type: none"> <li>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 Advisor RE.</li> </ul>	✓
RE: Choice of Teaching Materials	<ul style="list-style-type: none"> <li>No formal guidance, but the additional support and guidance for the Agreed Syllabus includes reference to some teaching materials.</li> <li>Good practice and sharing forums have provided resources, showcased and shared across primary RE coordinators.</li> <li>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.</li> </ul>	✓ ✓ ✓
RE: Provision of ITT	<ul style="list-style-type: none"> <li>No visits possible this year.</li> </ul>	

Collective Worship	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Collective worship training has been given to NQT's and offered to schools.</li> </ul>	<p>✓</p> <p>✓</p>
Other Matters: Local	<ul style="list-style-type: none"> <li>• 'RE in the foundation phase' continues to be used across Flintshire. It is available to all schools electronically.</li> <li>• The Comprehensive Guide to RE is available to all schools in an editable electronic version.</li> <li>• An RE, literacy and Numeracy competition has enabled the creation of a resource to inspire good practice in schools</li> <li>• Sponsored walk for REC bought together members from 3 SACRE's</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
Other Matters: National	<ul style="list-style-type: none"> <li>• Members receive regular updates of Estyn Inspection Reports or documents relating to RE and Collective Worship;</li> <li>• Members be informed about developments and initiatives undertaken by DFES;</li> <li>• The SACRE maintain its membership of WASACRE and that representatives attend and report back on the meetings of the association.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>
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.

'RE in the foundation phase' continues to encourage 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 2012

The full course results were 13.2% below the national average 60.4% compared to 73.6, 12.5% below last year's LA results.

The short course GCSE results are above national trends, the overall A\* -C was 66.5%, 6.8% above the national results for all candidates, and an increase of 5.9% on last years' local figures.

For Advanced Level, the overall A\* – C rate was 87.9%, some 6.5% above the national average and 14.5% increase 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 13 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>Good Features identified in Supportive Review Reports</i>	<i>No. of schools</i>
Planning for RE	4
The monitoring process – including learner voice	4
Links with the community and local church	3
Learners were clearly engaged	2

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

- Use of engaging questions as a focus for lessons
- Head of Department knowledge of the subject
- Scheme of Work addresses the RE skills
- The enthusiasm of the new RE co-ordinator
- The evidence in books shows adherence to the curriculum
- As the co-ordinator is new and the curriculum is being reviewed this is a good opportunity to ensure that the RE skills and skills across the curriculum are embedded in the programmes of learning
- Variety of tasks and activities in the learners work
- The subject leaders file is comprehensive, able to move the subject forward
- Teaching is good
- Planning; matching the Church in Wales syllabus with the topics and skills
- The use of the Comprehensive Guide for RE curriculum

In Areas of Development there was one area identified across two or more schools:

<i>Areas of development noted in Supportive Review Reports:</i>	<i>No of schools</i>
Allow Year 5 and 6 learners' opportunities to compare within and across religions	2

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

- Make more of the opportunities to help learners extend their skills across the curriculum
- Confirm long term topics
- All pupils to engage with fundamental questions and express their opinions
- In the Foundation Phase introduce a new topic each half-term
- Develop monitoring processes at KS3
- Encourage literacy and numeracy opportunities throughout RE
- Be clear in what elements of literacy are being used in any given RE activity, i.e. evaluation, information collection etc...

- Scheme of work needs more detail. It currently contains references to the skills that need to be taught in each unit without suggesting the activities that would provide opportunities to teach these skills.
  - Including Islam in the Foundation Phase RE curriculum does not meet the requirements of the Flintshire Agreed Syllabus
  - Create a portfolio of example work to demonstrate levels from the Foundation Phase outcomes through to Level 5 or 6
  - Ensure that learners discuss the meaning behind the stories of Jesus. Example: ask the learners to think about the Christian beliefs that are used in the teachings (stories) of Jesus.
    - Agree on long term plan
    - Foundation Phase tracking procedures
    - Ensure that work reflects the Engaging and Express RE skills
    - Use RE to help learners develop their skills across the curriculum
  - Develop the monitoring of RE, this will allow the coordinator to see if there is appropriate coverage of the topics and an opportunity to see if the RE skills are being taught.
  - Targeting low achieving pupils in year 6\*
  - Building on the skills of the KS 2 teacher\*
  - Staff meeting to moderate RE work\*
    - Targets identified by the school\*
      - \*Create a floor book specifically for RE
      - \*Integrate the RE and SEAL themes
      - \*Continue to develop thinking skills
  - Assessment criteria should reflect the outcomes in the agreed syllabus rather than 'knowledge and understanding of the world'.
  - Ensure that each topic contains explicit RE stories and practice, for example in the theme of harvest include the story of the sower and the seeds, in weather, Jesus calms the storm etc...
  - The explicit RE should be reflected in the SoW... See Comprehensive Guide for Religious Education (Flintshire Moodle)
  - Create a portfolio of levelled work that can be used for staff moderation
  - 1) Implement the new curriculum\*
  - 2) Buy some more religious artefacts to enhance the curriculum\*
  - 3) to track pupils progress in RE\*
  - Reviewing assessment procedures \*
  - Understanding of diversity\*
  - Review scheme \*
  - Extended writing\*
- \* taken from the subject development plan

There was only one area for recommendations for two or more schools:

<i>Recommendations in Supportive Review Reports</i>	<i>No. of schools</i>
Consider pupils creating a school prayer	3

All other recommendations were for individual schools:



- Use the Comprehensive Guide for Religious Education as medium term plans. Update the plans using the editable version on Moodle.
- Use the theme from a whole school assembly for learners to discuss and write down their thoughts in a book or a post it note on Tuesdays, then they can share their thoughts on a Thursday.
- In a floor book combine the evaluations with photos and comments from learners.
- An example for the making the most of the opportunities for reading.
- After whole class or small group discussion allow pupils time to write down their thoughts, reactions or opinions to the topic

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' continues to encourage 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**

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 11 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)	9
Learning experiences (KQ 2)	8
Learning environment (KQ 2)	6
Well being (KQ 1)	5
Standards (KQ 1)	4
Partnership working (KQ 3)	3

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>To improve provision for global citizenship</li> </ul>	1
Care, support and guidance (KQ 2)	2
Learning experiences (KQ 2)	3

##### 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>
Provision and planning for collective worship	4

All areas for development were for individual schools:

- Ensure Collective Worship is monitored

- Improve the quality of class based acts of Collective Worship
- New Collective Worship Plan
- Visits to churches and other places of worship
- Update the policy for Collective Worship
- Meet the statutory requirements for Collective Worship

There was one area for recommendations identified for Collective Worship for two or more schools.

- A floor book / portfolio of Collective Worship could be created by learners using photos of the various services and quotes from their peers.

Other areas of recommendations were for individual schools as follows:

- Use the theme from a whole school assemble for learners to discuss and write down their thoughts.
- Collective Worship
- Agree on set weekly themes to enable resources, prayers and short videos to be used appropriately.

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 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**

Flintshire, Denbighshire and Conwy SACRE's initiated a competition to encourage the use of Literacy and Numeracy within RE. All entries have been included in a resource that will be sent to all schools in the 3 authorities. Money from REMW has been used to pay for the prize money and the translation of all the entries.

#### **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 Davies*

Methodist (Welsh)  
*Dora Jones*

United Reformed  
*Nomination awaited*

Union of Welsh  
Independents  
*Gareth W Jones*

##### b) Teacher Associations:

Secondary Headteacher  
*Mr R Keating*

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. C Legg  
Cllr. C. Legg  
Cllr. C.A. Thomas  
Cllr. N Steele-Mortimer

Cllr. A.J. Davies-Cooke  
Cllr. H. Isherwood  
Cllr. D.I. Mackie

##### 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:

**17<sup>th</sup> October 2012**

**6<sup>th</sup> March 2013**

**3<sup>rd</sup> July 2013**

**c) Organisations receiving the report**

**DfES  
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**

**DRAFT**

TABLES OF EXAMINATION RESULTS TABLAU O GANLYNIADAU ARHOLLIAD

Flintshire Schools – Table 1 GCSE RESULTS 2012: ALL – RELIGIOUS STUDIES  
Ysgolion Sir y Fflint – TABL 1 CANLYNIADAU TAGAU 2012: PAWB – ASTUDIAETHAU CREFYDDOL

Schools Ysgolion	Total Cyfanswm	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* C	% A* G
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/Cei Conna	85	5	6.0	24	28.0	26	31.0	17	20.0	11	13.0	1	1.0	1	1.0	0	0.0	0	0.0	84.7	100
Flint/Fflint	13	3	23.0	5	38.0	1	8.0	1	8.0	1	8.0	1	8.0	1	8.0	0	0.0	0	0.0	77.0	100
St.Richard Gwyn	106	0	0.0	3	3.0	12	11.0	15	14.0	26	25.0	35	33.0	12	11.0	3	3.0	0	0.0	28.3	100
Hawarden/ Penarlaga	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/ Treffynnon	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	47	14	30.0	20	43.0	4	9.0	7	15.0	2	4.0	0	0.0	0	0.0	0	0.0	0	0.0	95.7	100
Alun,Mold	9	4	44.0	3	33.0	1	11.0	1	11.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	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	69	3	4.3	11	15.9	16	23.2	8	11.6	12	17.4	8	11.6	5	7.2	3	4.3	3	4.3	55.0	100
John Summers	43	1	2.0	0	0.0	4	9.0	9	21.0	8	19.0	11	26.0	2	5.0	2	5.0	6	14.0	32.5	86.0
St.David's /Dewi Sant	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 Cyfanswm AALL	313	29	9.3	56	17.8	53	16.3	51	16.2	48	15.6	49	15.6	16	5.1	5	1.6	6	1.9	60.4	98.1
All Wales Holl Cymru	10409	1551	14.9	2040	19.6	2238	21.5	1832	17.6	1145	11.0	760	7.3	427	4.1	250	2.4	166	1.6	73.6	98.4

**Flintshire Schools Table 2: GCSE 2012: ALL – RELIGIOUS EDUCATION: SHORT COURSE**  
**Ysgolion Sir y Fflint – TABL 2 CANLYDIADAU TGAU 2012 PAWB – ASTUDIAETHAU GREFYDDOL: CWRS BYR**

Schools Ysgolion	Total Cyfanswm	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A*-C	% A-G
Eifed	95	8	8.4	14	14.7	23	24.2	24	25.3	11	11.6	5	5.3	6	6.3	1	1.1	2	2.1	72.6	96.7
Connah's Quay	73	0	0.0	1	1.4	7	9.6	16	21.9	18	24.7	14	19.2	7	9.6	7	9.6	3	4.1	32.8	95.9
Flint	97	15	15.5	16	16.5	19	19.6	24	24.7	8	8.2	8	8.2	6	5.2	1	1.0	1	1.0	76.3	99.0
St.Richard Gwyn	145	0	0.0	8	5.5	16	11.0	12	8.3	35	24.1	42	29.0	19	13.1	6	4.1	6	4.1	22.5	95.4
Hawarden	180	22	12.2	18	10.0	36	20.0	35	19.4	17	9.4	30	16.7	11	6.1	6	3.3	3	1.7	61.7	97.2
Holywell	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	203	5	2.5	12	5.9	22	10.8	33	16.3	68	33.5	25	12.3	30	14.8	5	2.5	3	1.5	35.5	98.5
Alun,Mold	196	5	2.6	25	12.8	61	31.1	39	19.9	29	14.8	17	8.7	11	5.6	7	3.6	2	1	66.33	99.0
Argoed	102	6	5.9	10	9.8	23	22.5	34	33.3	13	12.7	9	8.8	6	5.9	0	0.0	1	1.0	71.5	99.0
Maes Garmon	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
John Summers	48	1	2.1	0	0.0	4	8.3	9	18.8	8	16.7	12	25.0	3	6.3	3	6.3	8	16.7	29.2	83.3
St.David's Saltney	105	16	15.2	19	18.1	36	34.2	19	18.1	5	4.8	4	3.8	3	2.9	0	0.0	1	1.0	85.7	97.1
LEA Totals Cyfanswm AAL	1244	78	6.3	123	9.9	247	19.9	245	19.7	212	17.0	166	13.3	101	8.1	36	2.9	30	2.4	66.5	97.3
All Wales Holl Cymru	19182	1650	8.6	2570	13.4	3606	18.8	3549	18.5	2705	14.1	2129	11.1	1458	7.6	978	5.1	537	2.8	59.3	97.2

**Flintshire Schools –TABLE 3 GCE ADVANCED LEVEL RESULTS 2012– ALL -RELIGIOUS STUDIES**  
**Ysgolion Sir Y Fflint – TABL 3 - CANLYNIADAU SAFON UWCH 2012 – PAWB ASTUDIAETHAU CREFYDDOL**



Schools <i>Ysgolion</i>	Total <i>Cyfanswm</i>	A*	%	A	%	B	%	C	%	D	%	E	%	U	%	% A*-C	% A-E
Elfed	7	0	0.0	0	0.0	3	42.9	2	28.6	1	14.3	1	14.3	0	0.0	71.5	100
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	14	0	0.0	3	21.4	5	35.7	3	21.4	3	21.4	0	0.0	0	0.0	78.1	100
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	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	12	1	8.3	0	0.0	7	58.3	3	25.0	1	8.3	0	0.0	0	0.0	91.7	100
Alun,Mold	22	0	0.0	8	36.4	8	36.4	5	22.7	1	4.5	0	0.0	0	0.0	95.5	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	3	0	0.0	1	33.3	1	33.3	1	33.3	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
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	1.7	12	20.7	24	41.4	14	24.1	6	10.3	1	1.7	0	0.0	87.9	100
<i>All Wales Holl Cymru</i>	<b>1690</b>	<b>50</b>	<b>3.0</b>	<b>299</b>	<b>17.7</b>	<b>568</b>	<b>33.6</b>	<b>443</b>	<b>26.2</b>	<b>223</b>	<b>13.2</b>	<b>78</b>	<b>4.6</b>	<b>29</b>	<b>1.7</b>	<b>80.4</b>	<b>98.3</b>

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## Analysis of Inspection Reports Flintshire SACRE

**Autumn 2013**

*(reports published in the summer term)*

### 5 Schools

School	Dates	Reporting Inspector
Northop Hall C.P. School	June 2013	Richard Lloyd
Abbermorddu C.P. School	May 2013	Edward Goronwy Morris
Ysgol y Llan, Whitford V.P	March 2013	Richard Hawkey
Bryn Deva C.P. School, Connah's Quay	March 2013	Edward Goronwy Morris
St Anthony's R.C. Primary School	March 2013	Goronwy Morris
Broughton Primary School	March 2013	Jane Rees

## POSTIVE COMMENTS

### Current Performance

- The school is a happy, inclusive community that promotes positive attitudes to equality and diversity. (Abbermorddu)

### Prospects for Improvement

- Positive partnership arrangements contribute well to the standards and wellbeing of pupils. (Abbermorddu)

### Key Question 1: How good are outcomes?

#### Standards

- In personal and social development, wellbeing and cultural diversity the percentage who achieved the expected outcomes was above the family and Wales averages. (Abbermorddu)
- Compared with the family of schools, pupils performed at the expected level except in their personal, social and cultural development where they were ranked highest in the family. (Whitford)

#### Wellbeing

- The school council plays an active role in the life of the school, members acting as mentors for the school's 'problem shared a problem halved' initiative and organising events to support charities both nationally and in the local community. (Northop Hall)

- The school council works well. It is involved successfully in projects to improve the life and work of the school, for example by increasing the range of activities available to pupils at breaktimes and buying hymn books for Whitford Church. (Whitford)
- Pupils have been involved successfully in planting bulbs in the community and attending services in church. (Whitford)
- Many pupils contribute well towards activities in the community. This has a positive effect on their development as rounded and responsible individuals. (St Anthony's)
- Many pupils play an active part within the community, for example by participating in services at the local church and singing with the local male voice choir at the community centre. (Broughton)

## **Key Question 2: How good is provision?**

### **Learning experiences:**

- The school provides broad and balanced coverage of the National Curriculum that meets the needs of most pupils well. (Northop Hall)
- Provision for pupils' education for global citizenship is good and permeates many areas of the curriculum. Well-chosen topics enable pupils to learn about the lives of others. (Northop Hall)
- The curriculum is broad and balanced and covers all Foundation Phase, National Curriculum and religious education requirements. (Abermorddu)
- Teachers also provide good quality learning experiences, which develop pupils' understanding of life in other countries. (Abermorddu)
- Pupils benefit from visits to Whitford Church. (Whitford)
- The curriculum is broad and balanced and covers all Foundation Phase, national curriculum and religious education requirements. (Bryn Deva)
- Teachers provide pupils with useful opportunities to learn about sustainability and citizenship. Teachers also provide good quality learning experiences, which develop pupils' understanding of life in other countries. (Bryn Deva)
- Teachers provide a good range of interesting and relevant experiences for pupils that cover Foundation Phase, National Curriculum and religious education requirements. (St Anthony's)
- The school promotes pupils' understanding of life in other countries well. (Broughton)

### **Care, support and guidance:**

- Whole school and class led assemblies provide suitable opportunities for pupils to reflect upon moral and spiritual issues. (Northop Hall)
- Learning experiences promote pupils' personal, spiritual, moral, social and cultural development well. (Abermorddu)
- Staff give good opportunities to nurture pupils' spiritual, moral, social and cultural development and these impact on pupils' wellbeing successfully. The school offers a well balanced programme of support for pupils' personal and social education through for example, visits by the vicar. (Whitford)

- Clear systems are in place to ensure that pupils' spiritual, moral and social skills develop well. (Bryn Deva)
- Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. (St Anthony's)
- Arrangements for promoting pupils' social, moral, spiritual and cultural development are comprehensive. School rules are clear and pupils understand why they are necessary. The school is a very orderly community. Activities, such as music and dance, promote pupils' cultural development well. (Broughton)

#### **Learning Environment:**

- The school is a caring and fully inclusive community where all staff and pupils demonstrate mutual trust and respect. (Northop Hall)
- The school promotes successfully positive attitudes to equality and diversity through classroom practice, curricular themes and links with the local community and other countries. (Abermorddu)
- Clear policies and procedures ensure equal opportunities for all and promote equality and social diversity. (Whitford)
- The school's positive Christian ethos underpins its commitment to promoting equality of opportunity and fairness and respect for all. The school consistently encourages pupils to show respect and care towards others. The school recognises and celebrates pupils' achievements and diverse backgrounds well through school events, assemblies and class activities. (St Anthony's)

#### **Key Question 3: How good is leadership and management?**

##### **Partnership working:**

- The school plays an active role in the local community, for example by supporting elderly members of the locality and by working closely with vulnerable families. (Northop Hall)
- Staff have developed strong partnerships with parents, the community and other schools, which extend pupils' learning experiences effectively. (Abermorddu)
- Strong links with the Whitford Church support pupils' spiritual development well. (Whitford)
- The school works effectively with a wide range of partners, including the church, the local community and the local authority. These partnerships make a positive contribution to improving outcomes for pupils. (St Anthony's)
- Pupils benefit from partnerships with churches contributing positively to pupils' wellbeing.

## **NEGATIVE COMMENTS**

#### **Recommendations**

- Extend provision for global citizenship across the school. (St Anthony's)





Estyn

*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

# Religious education in secondary schools

## June 2013

**The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities;
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ independent specialist colleges;
- ▲ adult community learning;
- ▲ local authority education services for children and young people;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies; and
- ▲ offender learning.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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## Introduction

This report has been produced in response to a request for advice from the Welsh Government in the Minister's annual remit letter to Estyn for 2012-2013. It derives from the evidence base outlined in Appendix 1.

This report covers outcomes including standards in religious education at key stage 3 and key stage 4, attainments in GCSE religious studies, and participation and engagement in learning. It also covers the factors that affect standards, including curriculum planning, teaching, assessment, leadership, improving quality and external influences.

The report will be of interest to teachers of religious education, heads of department and senior managers within secondary schools. It will also be of interest to local authorities and Standing Advisory Councils for Religious Education (SACREs)<sup>1</sup>.

## Background

Every secondary school must by law provide religious education for all its pupils as a requirement at key stage 3 and key stage 4. Schools must also provide religious education post 16, although outcomes and provision at this stage are not covered in this report. This provision must follow the relevant local agreed syllabus for religious education<sup>2</sup>.

Religious education encourages pupils to explore religious beliefs, teachings and practices, and their impact on everyday life. In doing so, it considers a range of philosophical, theological, ethical and spiritual questions in a reflective, analytical and balanced way.

The 'National exemplar framework for religious education for 3 to 19-year-olds in Wales' was developed by the Welsh Government in 2008 alongside its review of the National Curriculum. The framework aimed to improve standards of religious education nationally by providing a coherent curriculum and assessment framework for Wales. It contains exemplar programmes of study for each key stage, together with level descriptions for pupil performance. Local authorities and SACREs amended their local agreed syllabuses to take account of the framework.

Some schools have a religious character and teach 'denominational education' as a particular form of religious education. Denominational education does not follow the locally agreed syllabus, but instead follows a syllabus determined by the individual school or group of schools with a particular religious character. Estyn does not inspect denominational education as part of its usual school inspections as it is inspected separately by inspectors appointed by the governing body of the school. Schools that provide denominational education were therefore not included in the sample of schools visited for this survey.

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<sup>1</sup> SACREs are responsible in law for advising local authorities on religious education and collective worship. Every local authority must have a SACRE.

<sup>2</sup> The local agreed syllabus for each local authority is available from the Welsh Association of Standing Advisory Councils on Religious Education: <http://www.wasacre.org.uk/publications/syllabi.html>

The two main religious studies qualifications for which schools enter pupils are: the full GCSE course and the short GCSE course (worth half a full GCSE). Most pupils do not choose to follow the short course as part of their options at key stage 4 but are expected to follow it in the time set aside to cover the legal requirement for religious education. Increasingly, schools also enter pupils for the full course in this time (usually those that the school thinks will achieve a grade C or above). However, the majority of pupils following the full course have chosen to do so as part of their key stage 4 options. In 2012, just over 10,000 pupils entered full GCSE course in religious studies and nearly 20,000 pupils entered the short course. For comparison, around 35,000 pupils entered English language GCSE.

In 2000, Estyn published 'Aiming for Excellence in Religious Education', which focused on religious education at key stage 1 and key stage 2.

## Main findings

- 1 GCSE courses in religious studies have gained in popularity over recent years. More pupils gain a qualification in religious education than in any other non-core subject in Wales. The number of pupils taking the full GCSE course in religious studies has risen significantly over the last five years, with just over a quarter of the pupils in Year 11 entered in 2012. The number of pupils taking the short GCSE course in religious studies has also risen steadily over the last five years, with just over half of the pupils in Year 11 entered in 2012. For both courses, more girls than boys are entered, though the difference is greater with the full course.
- 2 Attainment in the full GCSE course in religious studies has risen steadily over the last five years. The percentage of pupils attaining grades A\* to C in religious studies is well above the average for other subjects. While attainment in Wales is broadly similar to that for the UK as a whole, a higher proportion of pupils attain grade A\* in Wales.
- 3 Attainment in the short GCSE course in religious studies has fallen over the last five years, although it recovered slightly in 2012. In spite of this fall, the percentage of pupils attaining grades A\* to C in Wales has remained consistently better than for the UK as a whole, and a higher proportion of pupils attain grade A\* in Wales.
- 4 A significantly higher percentage of girls attain grades A\* to C than boys in both the full course and short GCSE courses in religious studies. The gap between this percentage for girls and boys is wider in Wales for both courses than it is across the UK as a whole.
- 5 Teacher assessment of pupils' performance in religious education at the end of key stage 3 is not included in the Welsh Government core data sets that cover other National Curriculum subjects and not published nationally in any other way that would enable an analysis of standards at key stage 3 or progress between key stages.

- 6 In the schools visited for this survey, lesson observations and pupils' work show that standards are good in a majority of schools at key stage 3. Standards are not excellent in any of the schools visited, but they are unsatisfactory in a few schools where pupils do not make enough progress. More able and talented pupils constitute the group that is the most likely to underachieve and this is usually because the tasks set by teachers do not challenge them to demonstrate the level of skill and understanding required for level 7 or above.
- 7 Most pupils following the full GCSE course in religious studies at key stage 4 make good progress and a slightly lower proportion of pupils studying the short course also make good progress. Where pupils are not following an examination course at key stage 4, standards in lessons are rarely better than adequate. In these lessons, a minority of pupils misbehave. This suggests that they do not value the lessons and this may be because they do not lead to a qualification.
- 8 Almost all pupils in the lessons observed showed respect for the opinions and beliefs of others. Many pupils value what they learn in religious education and understand how it contributes to their personal and social development. In particular, pupils enjoy engaging with fundamental questions, such as 'is there life after death?', 'what is evil?' and 'what is truth?'. Pupils enjoy learning about different religious responses to questions like these and why people live their lives in different ways as a result of their beliefs. They enjoy considering their own views, and discussing them with peers. They are prepared to talk about a variety of issues relating to religion and ethics and take part in lessons enthusiastically.
- 9 Teaching was good or better in just over two-thirds of the lessons observed for this survey. Teaching was excellent in nearly one-fifth of lessons and unsatisfactory in a very few lessons. These findings suggest that teaching in religious education is better than average for teaching across all subjects in secondary schools inspected since 2010.
- 10 In many schools, at both key stages, religious education teachers:
- have good subject knowledge;
  - teach enthusiastically;
  - use a range of teaching strategies to support learning, particularly through discussion in pairs and groups;
  - use artefacts and audio-visual resources creatively;
  - prepare pupils thoroughly for GCSE examinations;
  - promote pupils' thinking skills effectively; and
  - promote literacy appropriately, particularly oracy and writing skills.
- 11 Many secondary schools use non-specialist teachers to teach religious education and the short GCSE course in religious studies, although they are rarely used to teach the full GCSE course. Non-specialist teachers do not have a negative impact on standards in the majority of schools.
- 12 In the majority of schools, teachers provide pupils with useful feedback, both oral and written, that enables them to understand their progress and how to improve their work.

- 13 Teachers generally have a very good understanding of GCSE requirements, but few have an accurate understanding of the levels of pupil performance at key stage 3 set out in the national exemplar framework.
- 14 The local agreed syllabuses across Wales are very similar, being based on the national exemplar framework for religious education for 3 to 19-year olds in Wales. Almost all schools meet the requirements of their local agreed syllabus. However, a very few schools do not meet the requirements at key stage 4 either because they do not give enough time to cover the syllabus or because, occasionally, lessons are used predominantly to help pupils gain a non-subject qualification such as an Essential Skills Wales qualification.
- 15 In the majority of schools, effective subject leaders set high expectations within the department, monitor other religious education teachers closely, provide appropriate support and challenge, and delegate aspects of leadership and management amongst colleagues to encourage a collegiate approach. Self-evaluation is good or better in only a minority of religious education departments. The paucity of national data on religious education and religious studies makes it difficult for schools to compare standards with other schools, but only a minority of departments analyse internal examination data thoroughly in order to plan for improvement.
- 16 The lack of opportunities for professional development and learning networks means that good practice is not shared enough and challenges, such as raising boys' attainment, the accuracy of assessing levels of performance at key stage 3, planning for the development of skills and improving self-evaluation, are not addressed effectively.

## Recommendations

### **Schools should:**

- R1 develop strategies to raise the attainment of boys at key stage 4;
- R2 improve standards at key stage 4 for pupils who are not entered for a qualification and consider giving all pupils the opportunity to gain an appropriate qualification;
- R3 improve the accuracy of teacher assessment of pupils' levels at key stage 3;
- R4 ensure that tasks are challenging enough to enable more able pupils to reach higher levels at key stage 3;
- R5 ensure that the curriculum, staffing and timetabling arrangements enable all pupils to make good progress through key stages 3 and 4; and
- R6 strengthen self-evaluation and use data in religious education departments to identify where and what to improve.

### **The Welsh Government should:**

- R7 collect, analyse and publish attainment data for religious education and religious studies in the same way as for non-core subjects; and
- R8 work with local authorities and SACREs to improve the opportunities for professional development and support learning networks for teachers of religious education.

## Standards in religious education

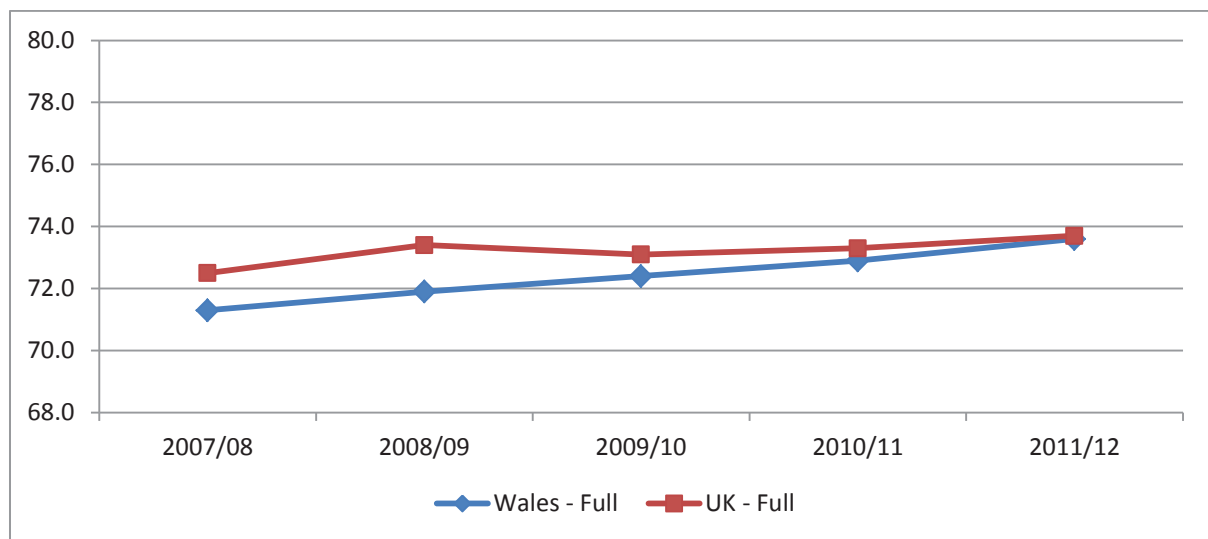
### Standards of attainment at key stage 3

- 17 Although schools are required to assess the level that pupils achieve in religious education at the end of key stage 3, the data is not included in the Welsh Government core data sets that cover the National Curriculum subjects and is not published nationally in any other way. Due to the lack of published data for all schools, it is not possible to compare attainment rates in religious education at key stage 3 with those in other subjects. It is not possible to compare the attainment of boys and girls either.

### Standards of attainment at key stage 4

- 18 Over the last five years there has been a steady improvement in standards in the full GCSE course in religious studies in Wales. In 2012, the percentage of pupils attaining grades A\* to C standards in Wales was similar to that in the UK as a whole, although the percentage of pupils who attained grade A\* was significantly higher in Wales.

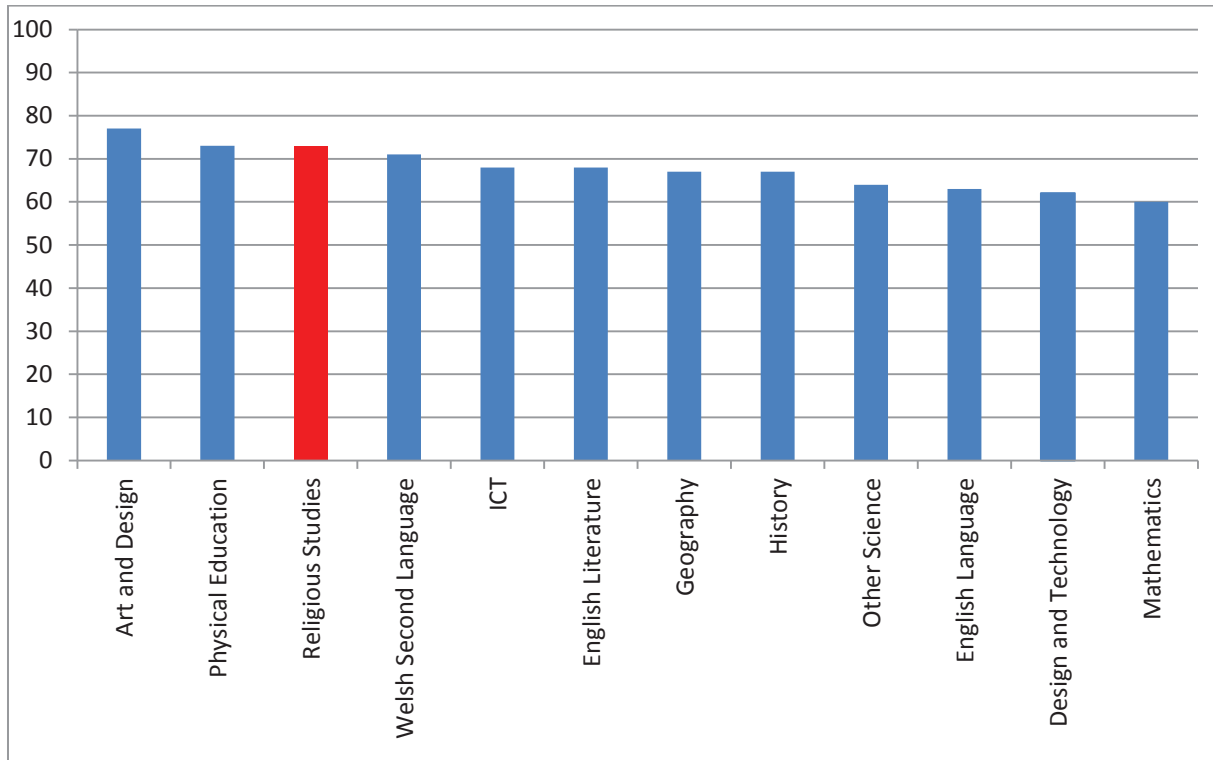
**The percentage of pupils entering the full GCSE course in religious studies who attain a grade A\*-C in Wales and the UK between 2007/08 and 2011/12**



Source: Joint Council for Qualifications 2008-2012

- 19 A significantly higher percentage of girls than boys attained grades A\* to C in the full GCSE course in religious studies in recent years, and nearly twice as many girls as boys attained grade A\* in 2012. The gap between girls' and boys' performance was smaller in Wales than for the UK as a whole until 2012.
- 20 The percentage of pupils attaining grades A\* to C in the full GCSE course in religious studies in Wales is well above the average across all subjects, particularly amongst the other most popular subjects.

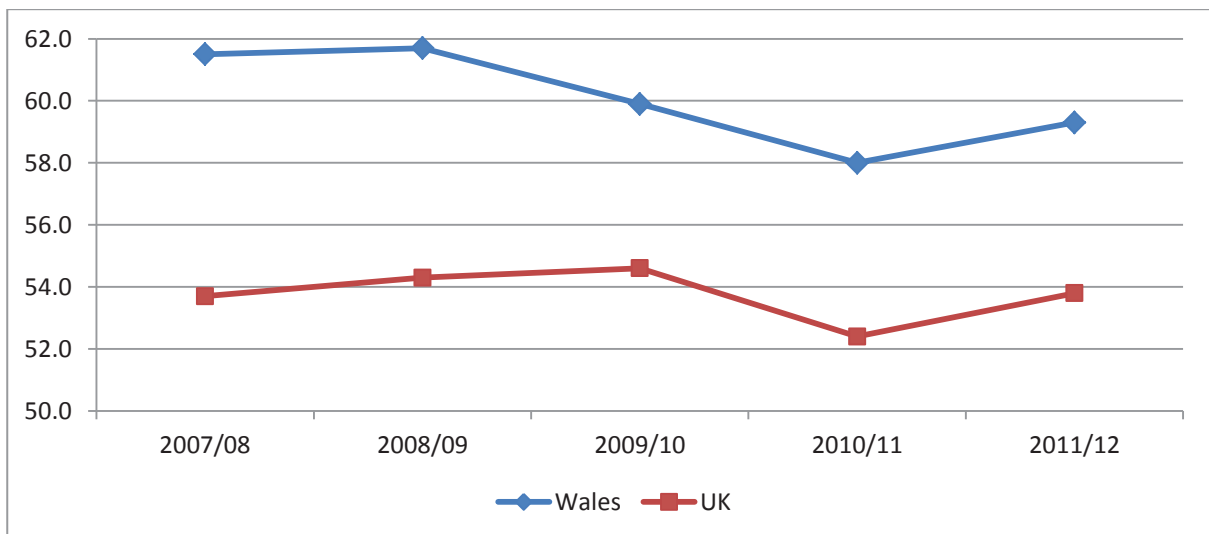
**The percentage of pupils in Wales attaining grades A\* to C in the most popular subjects at GCSE in 2011**



Source: Welsh Government 2012

- 21 The percentage of pupils in Wales attaining grades A\* to C in the short GCSE course in religious studies has fallen over the last five years, although standards recovered slightly in 2012. Standards have been consistently better in Wales than in the UK as a whole in recent years. The percentage of pupils who attained grade A\* in 2012 was higher in Wales than in the UK as a whole.

**The percentage of pupils entering the short GCSE course in religious studies who attain a grade A\*-C in Wales and the UK between 2007/08 and 2011/12**



Source: Joint Council for Qualifications GCSE results 2008-2012



- 22 A significantly higher percentage of girls attained grades A\* to C than boys in the short GCSE course in religious studies in recent years. In 2012, around two-thirds of girls attained grades A\* to C compared to around half of boys, resulting in a wider gap between girls and boys in Wales than in the UK as a whole. The gap between girls and boys is wider for the short course than it is for the full course. The gap is even more marked for those who attain the highest grade in Wales. In 2012, more than twice as many girls as boys attained grade A\*.
- 23 Standards in the short GCSE course in religious studies cannot be meaningfully compared to standards in other short course subjects due to the large differences in the number of entries in subject areas.
- 24 A few schools enter the lowest ability pupils for a qualification below GCSE level, such as the Entry Level Certificate in Religious Studies. The proportion of pupils achieving the highest grade in this Certificate, Entry 3 (formerly 'Distinction'), has fallen every year for the last four years. This may reflect a changing ability-range in the pupils entering: the number of entries has almost halved during this period as more are entered for the short GCSE course.

#### **Standards of achievement**

- 25 In the schools visited for this survey, lesson observations and scrutiny of pupils' work show that standards are good in a majority of schools at key stage 3. Standards are not excellent in any of the lessons observed. Standards are unsatisfactory in a few schools where pupils do not make enough progress in individual lessons or through the key stage as a whole. This is usually due to weaker teaching, which is mainly to be found in lessons taught by non-specialist teachers. More able and talented pupils are the most likely group to underachieve and this is usually because the tasks set by teachers do not challenge them or require them to demonstrate and develop the skill and understanding required for level 7 or above.
- 26 Most pupils following the full course at key stage 4 make good or very good progress. In schools where the full course is taught in the same amount of time as is usually given to the short course, pupils are conscious of the pressure of time and work particularly hard to complete the course and achieve a good grade. The majority of these pupils readily take up opportunities to continue their learning during lunch periods or in after-school department clubs to make up for the lack of lesson time.
- 27 Many pupils studying the short GCSE course in religious studies at key stage 4 make good progress.
- 28 In religious education lessons where pupils are not following an examination course at key stage 4, standards are poor even when pupils are able. In most schools visited, standards in these lessons are rarely better than adequate as pupils do not work hard, and are rarely expected to work hard by teachers.
- 29 Standards are higher for girls than for boys in religious education and religious studies. There is no apparent reason for this other than that it mirrors a similar gap in standards of literacy between girls and boys, and the gap between them in standards of extended writing in particular.

- 30 In most schools visited, many pupils can recall and explain the religious beliefs, teachings and practices that they have learnt. At a level in line with their age and ability, these pupils can explain what impact the beliefs, teachings and practices have on people's lives and make comparisons with their own lives.
- 31 Many pupils can express and justify opinions well orally on religious and moral issues, and the majority of pupils can do so in writing too. They use a good range of religious terminology appropriately.
- 32 Many pupils develop their thinking skills well in religious education and religious studies lessons. They ask questions to clarify meaning and understanding and can apply their understanding well to new learning. Most pupils seek information appropriately to pose and solve problems. A few pupils are very analytical and perceptive when reflecting on learning experiences.
- 33 Pupils' personal and social development through religious education is good in most schools. In particular, pupils develop a greater appreciation of, and sensitivity to, global cultural and religious diversity. However, pupils' understanding of the variety and extent of faith groups in their own community and in Wales as a whole is often less well developed.
- 34 In most schools visited, the majority of pupils are competent independent learners in religious education and religious studies lessons. They also work cooperatively and conscientiously in paired and group activities. However, where pupils are not following a GCSE course in their religious education lessons, standards are generally lower. GCSE courses in religious studies have gained in popularity over recent years.

#### **Participation and engagement in learning**

- 35 More pupils gain a qualification in religious studies than in any other non-core subject in Wales. In 2011, over 28,000 pupils gained either a full-course or short-course GCSE in religious studies out of around 36,000 pupils who entered GCSEs that year.
- 36 The number of entries for the full GCSE course in religious studies has risen by a third in Wales over the last five years. In 2012, over a quarter of all Year 11 pupils in Wales were entered for the full course and, of the non-core subjects, only history had more entries than religious studies. By contrast, in 2008, art, design and technology, French, geography, history and ICT all had more entries than religious studies.
- 37 As well as indicating the popularity of the subject, this rise in entries is also due to an increase in the number of schools that enter a significant proportion of pupils for the full course, even when pupils have not chosen it as an option. These pupils usually complete the course in the time allocated for statutory religious education, which is normally less than half of the time usually allocated to a full, non-core GCSE subject.
- 38 Apart from an unusually high number of entries in 2009, the number of pupils entered for the short GCSE course in religious studies has risen steadily over the last five years. In 2012, just over half of all Year 11 pupils in Wales entered for the short course.

- 39 More girls than boys take a GCSE in religious studies and this is particularly so for the full course. The difference in the proportion of entries of girls and boys for both courses is greater in Wales than for the United Kingdom as a whole.
- 40 The Entry Level Certificate is being used appropriately in schools visited for this survey and enables those very few pupils who are unlikely to attain at least a grade G at GCSE to gain a qualification. The number of pupils entered for this qualification has declined significantly in recent years, with just over 250 pupils entered in 2012. Every year, around twice as many boys as girls are entered.
- 41 Almost all pupils in the lessons observed showed respect for the opinions and beliefs of others. Many pupils value what they learn in religious education and understand how it contributes to their personal and social development. In particular, pupils enjoy exploring fundamental questions and learning about why people live their lives in different ways. They enjoy discussing their views on a variety of issues relating to religion and ethics and take part enthusiastically in lessons.
- 42 In lessons at key stage 3, levels of engagement and standards of behaviour are usually good or excellent, particularly in schools where the subject has a good reputation and where most pupils go on to achieve a qualification in religious studies at key stage 4. Schools that have lower levels of engagement and standards of behaviour at key stage 3 are usually those where only a very few pupils go on to achieve a qualification in religious studies at key stage 4.
- 43 In lessons at key stage 4 where pupils are following the full course at key stage 4, pupils' behaviour is usually good or excellent. In lessons where pupils are studying the short course, a few pupils do not engage well in the work and cause low level disruption to other pupils. In lessons where pupils are not following an examination course, a minority of pupils misbehave. This suggests that they do not value the lessons and this may be because they do not lead to a qualification.
- 44 While a minority of pupils believe that achieving a qualification in religious studies is valuable in helping them towards a particular career, most pupils appreciate that the subject has a wider value for their personal and social development which will be of benefit whatever their career.
- 45 The number of pupils progressing to study AS and A level religious studies has risen considerably over the last five years, and at a faster rate than the rise in the full GCSE course entries. In 2008, 12 subjects had significantly more A level entries than religious studies in Wales, whereas in 2012 only six subjects had significantly more entries. Religious studies is much more popular in Wales at A level than in the UK as a whole.
- 46 Three times as many girls enter A-level religious studies than boys in Wales, compared to twice as many in the UK as a whole. It is not clear why girls are much more likely to progress to A level than boys in religious studies. By comparison, in history, for example, the percentage of entries from boys at A level is similar to those at GCSE.

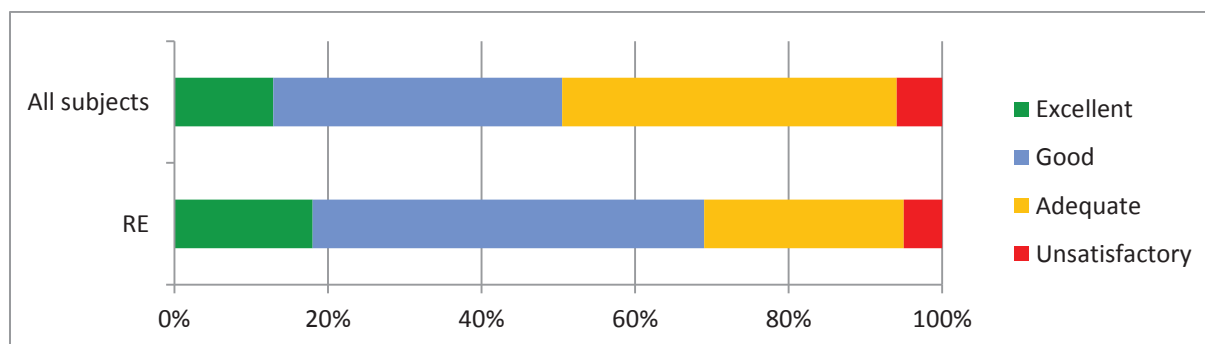
## Factors affecting outcomes in religious education

- 47 There are many aspects of a school's work that influence the standards pupils achieve, most importantly the quality of teaching. This section evaluates the impact of teaching, assessment, curriculum arrangements, resources and aspects of leadership on pupils' standards in religious education, as well as factors outside school.

### Teaching and assessment

- 48 Teaching and assessment were good or better in just over two-thirds of the lessons observed for this survey. There was no significant difference between the quality of teaching and assessment at key stage 3 and at key stage 4. Teaching was excellent in nearly one fifth of lessons and unsatisfactory in a very few lessons. These findings suggest that teaching in religious education is significantly better than average for teaching across all subjects in secondary schools inspected since 2010.

#### Judgements for teaching and assessment in religious education (RE) compared to judgements for teaching and assessment across all subjects in secondary schools



Source: Estyn inspection outcome database and school visits for this survey

- 49 The most effective teaching at key stage 3 is that which is in line with the guidance set out in the Welsh Government document on religious education: 'Guidance for Key Stages 2 and 3: Key messages for planning learning and teaching'<sup>3</sup>.
- 50 In many schools, at both key stages, religious education teachers:
- have a good subject knowledge;
  - teach enthusiastically;
  - use a range of teaching strategies effectively to support learning, particularly through discussion in pairs and groups;
  - use artefacts and audio-visual resources well;
  - prepare pupils very well for GCSE examination questions;
  - promote pupils' thinking skills well; and
  - promote literacy well, particularly oracy and writing skills.

<sup>3</sup> <http://wales.gov.uk/docs/dcells/publications/110510rekeyen.pdf>

### **Using collaborative group work effectively to strengthen learning**

A secondary school used 'delegation groups' as an effective tool for learning about Bible teaching on the subject of suffering. Pupils were organised into five small 'home' groups. One 'delegate' from each 'home' group then joined together to explore and make notes on a Bible passage in a 'research group'. Four similar 'research groups' had different passages. The 'delegates' then returned to their 'home' group, where they all briefed each other on the passage they'd explored and made notes about the other passages too. Each 'home' group then worked together to draw conclusions from what they had learnt from all the passages and debate their views. Pupils used their learning as a basis for extended writing on what the Bible teaches about suffering. The teacher moved around the various groups throughout the lesson to encourage, challenge and support pupils as necessary. The task kept every pupil fully involved by giving them responsibility for their learning. The lesson resulted in a very high standard of written work, which showed pupils' excellent understanding and their ability to express and justify their opinions on the subject.

- 51 The majority of teachers focus appropriately on developing pupils' three core skills of:
- engaging with fundamental questions;
  - exploring religious beliefs, teachings and practices; and
  - expressing personal responses.
- 52 In a majority of schools, teachers often set learning in the context of local, national and international events and news stories, which improves pupils' engagement in learning, increases their understanding and supports the development of their skills.
- 53 In a minority of schools, teachers enhance learning experiences by inviting external visitors to the classroom, such as local religious leaders or charity workers, or by taking pupils on learning visits locally or further afield. Such learning experiences support the development of pupils' thinking skills. For example, they provide valuable opportunities to challenge prejudices, explore personal feelings and beliefs, and develop empathy. These opportunities often help pupils to improve their extended writing.
- 54 Many schools use non-specialist teachers to varying extents to teach religious education in key stage 3 and key stage 4, although they are very rarely used to teach full course GCSE. Non-specialist teachers do not have a negative impact on standards in the majority of schools. In a minority of schools, the use of non-specialist teachers results in standards that are only adequate or, in a few schools, unsatisfactory. This is because these teachers are either generally less effective, they have a weak understanding of the subject or they are not being supported or monitored well enough by the subject leader.

### **Support for non-specialist teachers**

A secondary school has two specialist teachers of religious education supported by three non-specialist teachers. The non-specialist teachers teach religious education to 10 classes. The department's support for the non-specialist teachers creates an

excellent ethos in which all teachers feel valued, which has a positive impact on the pupils. All the materials needed to teach the subject are hosted in the department's area of the school intranet. As far as possible, the non-specialists are timetabled to teach in the religious education rooms in the school. The non-specialists are all given a responsibility within the department to develop their expertise and ensure that they are an active part of the department's improvement plan. For example, one of the non-specialist teachers is a physical education teacher who has expertise in organising external trips, and is given responsibility for co-ordinating visits to places of worship.

- 55 In a minority of lessons, teachers do not stretch or challenge more able and talented pupils enough at key stage 3, particularly in written work. There is a perception among specialist teachers that pupils must produce more complex writing to achieve a level 7 or above at key stage 3 than is required to achieve a grade A\* in GCSE and concentrate on preparing pupils to gain full marks in GCSE examination questions, instead, often starting this work in Year 9 rather than supporting them to achieve higher levels at key stage 3.
- 56 Most teachers' use of ICT to support religious education is limited to delivering presentations or showing websites rather than enabling pupils to make full use of ICT. A very few teachers make good use of ICT, for example by supporting pupils to research a variety of information sources on an issue online to stretch their thinking and inform class debate and extended writing.
- 57 In a few schools, Twitter and other online tools effectively teachers use to support pupils in their work and promote the subject, by highlighting relevant news stories and online resources and sending reminders about homework, assessments and examinations. This broadens pupils' thinking, helps them to apply their learning in new contexts, and prepares pupils well for external examinations.
- 58 In the majority of schools, teachers provide good feedback, both oral and written, which enables pupils to understand their progress and how to improve their work. At key stage 4 in particular, this prepares pupils very well for external examinations. Where assessment is good or better, teachers use self-assessment and peer-assessment regularly.
- 59 Just over two-thirds of schools submitted evidence of pupils' work for level 4 to level 7 to the WJEC for central moderation of religious education at key stage 3 in 2012. The Chief Moderator's report for 2012 notes that only a few schools had their understanding of levels fully accepted. Therefore the assessment of levels is likely to be inaccurate in many schools and this affects the usefulness of the data, both at school and national level. However, there is little correlation between the accuracy of levelling at key stage 3 and the accuracy of predicted standards in GCSE at key stage 4. Schools generally have much better understanding of the GCSE requirements.
- 60 In almost all schools, pupils are given, and are aware of, a target level for their work at the end of key stage 3 or a target GCSE grade. However, these targets are not informed enough by the professional judgement of a specialist teacher, as they are



often set outside the department and generated by computer models based on prior attainment. Targets in key stage 3 are more likely to lack challenge than be too challenging, whereas key stage 4 targets generally have an appropriate level of challenge. If pupils do not enter for a formal qualification at key stage 4, they do not have a target for their work in religious education as there is no other national measure for their achievement.

- 61 Almost all the schools visited provide an appropriate report to parents on their child's progress in religious education.

### Curriculum planning

- 62 Almost all schools meet the requirements of their local agreed syllabus for religious education. A very few schools do not meet the requirements at key stage 4 because there is not enough lesson time to cover the syllabus or because religious education lessons are used to work towards other qualifications, such as Essential Skills Wales or the Welsh Baccalaureate, and they do not cover the syllabus well enough as a result.
- 63 On average, pupils have one lesson per week (around one hour long) of religious education at key stage 3. In a few schools, religious education is allocated less time at key stage 3 than history or geography, but none of these schools had a rationale for this and it has a negative impact on pupils' attitudes. In a very few schools, religious education is provided within a wider programme of topic-based learning that covers several curriculum areas, such as the humanities. Such a programme can help teachers to focus on developing pupils' skills and, so long as there is enough input from specialist teachers in designing and monitoring the programme, it does not have a negative impact on standards in religious education.
- 64 In one school, there are no religious education lessons in Year 9, but the usual timetable is suspended occasionally and pupils are provided with a programme of religious education on these days instead. This arrangement has a negative impact on progress, standards and the take-up of religious studies at key stage 4 as it is too short to allow development over time.
- 65 The amount of time allocated to full GCSE course in religious studies varies in the schools visited between two hours to five hours a fortnight. Just less than half the schools allocate five hours a fortnight, which is the average amount of time usually allocated to a non-core subject for single award GCSE. However, half the schools allocate only two hours a fortnight. Teachers in these schools struggle to cover the course in the time. They often use a restricted range of teaching methods and are too narrowly focused on teaching pupils how to succeed in the examination rather than developing their skills more broadly.
- 66 In some schools that only provide two hours of curriculum time, the percentage of pupils achieving A\* to C grades in religious studies is higher than in subjects with five hours of time such as history or English. This is because these schools take measures to compensate for the lack of time, in particular by starting the GCSE course in Year 9 and providing additional lessons or drop-in sessions at lunchtimes and after school. While this helps pupils achieve good standards, it results in an unfair workload for some teachers and pupils.

- 67 The amount of time allocated to the short GCSE course in religious studies varies in the schools visited from one hour a fortnight to over two hours, although the vast majority of schools allocate two hours a fortnight. One hour in a fortnight is not enough time to cover the course fully and enable pupils to make the progress they should be making.
- 68 Around half the schools in Wales enter most of their pupils for the short GCSE qualification in religious studies even when they have not opted for the subject because it gives them the opportunity to gain another qualification in an area where they are required by law to continue their learning at key stage 4. Schools are increasingly covering the full course during the same time allocation (i.e. the religious education time allocation) with pupils that they feel are capable of attaining grade C or above.
- 69 A very few schools do not offer pupils the opportunity to take religious studies at GCSE level at key stage 4. When this happens, it is usually because the number of pupils choosing the subject is not enough to make a viable group. In such instances it is often the case that options for collaborative delivery with other schools have not been explored.

#### **Collaborative approach to religious studies at key stage 4**

A secondary school had not been able to provide the full GCSE course in religious studies in recent years because not enough pupils choose the subject to make it viable. The school addressed this by working in collaboration with five other secondary schools to provide the course from one site for all pupils in the consortium. The pupils can progress post-16 as the consortium offers A-level religious studies too. The collaborative arrangement has also benefited staff in the schools in the consortium, as they share responsibility for teaching the collaborative courses.

- 70 Schools have various arrangements to provide statutory religious education for pupils who do not follow either GCSE course at key stage 4. The amount of time allocated to religious education is either one or two lessons per fortnight in the schools visited for this survey. One school visited has no regular lessons, but instead suspends the usual timetable for occasional days through the year and provides a programme of religious education for the day instead. However, providing religious education solely through one-off days does not support the development of skills effectively.
- 71 Many schools plan appropriately their coverage of Christianity and the other principal religions, although a few schools restrict their coverage too much and spend too long studying one religion.
- 72 In almost all schools, religious education makes a strong contribution towards pupils' spiritual, moral, social and cultural development. This is not the case in schools where standards are unsatisfactory or the subject is not given enough time.
- 73 Schemes of work are often not explicit enough about the development of pupils' core skills in engaging with fundamental questions, exploring religious beliefs, teaching and practices and expressing personal responses. As a result, in a few lessons observed, weaker teachers focus too much on knowledge, such as the content of a story in a sacred text or facts about a religious festival, rather than using these as contexts to develop pupils' skills.



- 74 Many schools do not plan well enough to incorporate the Welsh dimension within religious education. In the few schools where the Welsh dimension is well developed, local religious leaders and charity workers contribute to lessons and pupils visit places of worship, museums and exhibitions. These schools ensure that the Welsh context is included in plans, for example by covering aspects of Wales' Christian heritage and its present multi-faith composition.
- 75 Almost all schools incorporate education for sustainable development and global citizenship well within religious education. For example, pupils develop their attitudes and understanding about issues such as prejudice, poverty and slavery through learning about the lives of people who, inspired by their faith, tackled these issues.
- 76 In a minority of schools, religious education plans incorporate aspects of the requirements for Essential Skills Wales qualifications or the Welsh Baccalaureate well. However in these instances, a few schools do not cover the religious education syllabus well enough because they place too much emphasis on the requirements for these other qualifications.
- 77 Pupils are far more likely to progress to AS and A-level religious studies if there is a sixth form at their school. Of the schools that Estyn visited for this survey that do not have sixth forms, none has strong links with further education providers to support pupils' progression in religious studies.

#### **Leadership, management and improving quality**

- 78 In the majority of secondary schools, the religious education department is led well. Effective subject leaders in these schools set high expectations within the department, monitor other religious education teachers closely, provide appropriate support and challenge, delegate aspects of leadership and management to colleagues, and encourage a collegiate approach.
- 79 Self-evaluation is good or better in only a minority of religious education departments. The paucity of national data on religious education and religious studies especially at key stage 3 does make it difficult for schools to compare standards with those in other schools. Only a few departments analyse examination data thoroughly in order to plan for improvement. In the very few schools where self-evaluation is excellent, teachers compare the results of every pupil entered for religious studies with their results in other subjects, as well as taking into account their prior attainment and relevant context such as any additional learning needs and whether or not they are entitled to free school meals. Where there is more than one GCSE class, and particularly where there is more than one teacher who teaches GCSE, the best subject leaders analyse the performance of each class. These subject leaders use their self-evaluation very effectively to inform improvement plans.
- 80 Subject leaders who are the only specialist religious education teacher in the school often do not have enough time to carry out their leadership role effectively due to their teaching commitments. This is usually the case where a school makes significant use of non-specialists, has a high proportion of pupils entered for GCSEs, does not give enough time to deliver the full GCSE course, or does not provide support for data analysis, all of which require time from the subject leader to address.

- 81 Almost all schools meet the statutory requirement to include within their prospectus a summary of the religious education provided at the school. They also provide details of how a parent, or sixth-form pupil, can exercise the right to opt out of religious education and of any alternative provision made for such pupils. In a few of the schools visited for this survey, a very few pupils are withdrawn from religious education by their parents. Almost all these pupils are withdrawn because of their parents' religious beliefs. In all cases where pupils are withdrawn, schools have satisfactory alternative arrangements in place.
- 82 The lack of opportunities for professional development and learning networks means that good practice is not shared enough and issues such as strategies to raise boys' attainment, the accuracy of assessing levels of performance at key stage 3 and planning for the development of skills are not addressed effectively.
- 83 In a few schools, subject leaders and specialist teachers arrange to meet informally with colleagues from other schools in their area to exchange ideas and work together on issues of common interest. Occasionally these meetings are formalised as part of joint INSET days across a group of schools and they are more effective when this is the case as they focus on good practice and are linked directly to improvement planning within schools.
- 84 Most religious education teachers do not have enough professional development opportunities that are specific to their subject and non-specialists rarely have any professional development in religious education. Only a very few of the schools visited had received external support for religious education from their local authority or SACRE in the last three years. A very few teachers attend, and benefit from, religious education courses provided by private companies.

## Appendix 1: Evidence Base

This report draws on visits to 20 secondary schools. This sample takes account of a range of geographical location, socio-economic background, size of school and linguistic contexts. In these visits, inspectors:

- observed lessons at key stages 3 and 4;
- scrutinised samples of pupils' work and department documentation;
- met groups of pupils; and
- met teachers and senior managers.

Additional evidence was drawn from:

- GCSE religious studies examination data;
- the Chief Moderator's report on religious education at key stage 3; and
- discussion with a representative group from the Welsh Association of SACREs (Standing Advisory Councils on Religious Education).

The following schools were visited for this survey:

- Brynteg School, Bridgend
- Caerleon Comprehensive School, Newport
- Cathays High School, Cardiff
- Chepstow Comprehensive School, Monmouthshire
- Coedcae Comprehensive School, Carmarthenshire
- Coleg Cymunedol Y Dderwen, Bridgend
- Glan Afan Comprehensive School, Neath Port Talbot
- Gowerton School, Swansea
- Hawthorn High School, Rhondda Cynon Taff
- Llangatwg Community School, Neath Port Talbot
- Newport High School, Newport
- Rumney High School, Cardiff
- St David's High, Flintshire
- St Martin's Comprehensive School, Caerphilly
- Welshpool High, Powys
- Ysgol Dinas Bran, Denbighshire
- Ysgol Dyffryn Conwy, Conwy
- Ysgol Gyfun Gymraeg Bryn Tawe, Swansea
- Ysgol Gyfun Gymraeg Plasmawr, Cardiff
- Ysgol Gyfun Ystalyfera, Neath Port Talbot

## The remit author and survey team

Mark Champion HMI	Remit author
Denise Wade HMI	Team member
Mary Parry AI	Team member



**Cyfarfod Cymdeithas CYSAGau Cymru, Gwynedd  
(Siambwr Dafydd Orwig, Caernarfon), 19 Mehefin 2013  
(10.30am – 3pm)**

*Wales Association of SACREs meeting, Gwynedd (Dafydd  
Orwig Chamber, Caernarfon), 19 June 2013 (10.30am –  
3pm)*

<p><b>Ynys Môn / Anglesey</b> Bethan James</p> <p><b>Blaenau Gwent</b> Gill Vaisey</p> <p><b>Pen-y-bont ar Ogwr / Bridgend</b> Edward Evans Carys Pritchard</p> <p><b>Caerffili/ Caerphilly</b></p> <p><b>Caerdydd / Cardiff</b> Carys Pritchard</p> <p><b>Sir Gaerfyrddin / Carmarthenshire</b> Aled Jones Mary Parry</p> <p><b>Ceredigion</b> Cyng. Lyndon Lloyd</p> <p><b>Conwy</b> Phil Lord N.C. Richter</p>	<p><b>Sir Ddinbych / Denbighshire</b> Phil Lord Martin Evans-Jones</p> <p><b>Sir y Fflint / Flintshire</b> Phil Lord</p> <p><b>Gwynedd</b> Bethan James Deian Evans WMMeredeth Ken Robinson</p> <p><b>Merthyr Tudful / Merthyr Tydfil</b> Cllr Ernie Galsworth Carys Pritchard</p> <p><b>Sir Fynwy / Monmouthshire</b> Gill Vaisey</p> <p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b></p> <p><b>Casnewydd / Newport</b></p> <p><b>Sir Benfro / Pembrokeshire</b></p> <p><b>Powys</b> John Mitson</p>	<p><b>Rhondda Cynon Taf</b> Carys Pritchard</p> <p><b>Abertawe / Swansea</b></p> <p><b>Torfaen</b> Helen Bevan</p> <p><b>Bro Morgannwg / Vale of Glamorgan</b> Carys Pritchard</p> <p><b>Wrecsam / Wrexham</b> Libby Jones Tania ap Siôn</p> <p><b>Sylwedyddion / Observers</b> Ben Wigley REMW</p>
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<b>Cofnodion</b>	<b>Minutes</b>
<p>1. <b>Cyflwyniad a chroeso / Introduction and welcome.</b> Croesawodd y Cadeirydd, Edward Evans, yr aelodau i'r cyfarfod, a chroesawodd hefyd Mr Selwyn Griffiths, cyn-Gadeirydd Cyngor Gwynedd a Chadeirydd cyfredol CYSAG Gwynedd.</p> <p>Diolchodd Mr Selwyn Griffiths i'r Cadeirydd, a chroesawodd yr aelodau i Wynedd, a ddisgrifiwyd ganddo fel un o ardaloedd harddaf Cymru. Pwysleisiodd Mr Griffiths ymrwymiad Cyngor Gwynedd i gynnal ei holl fusnes drwy gyfrwng y Gymraeg. Cydnabu hefyd y diwylliannau gwahanol niferus a fodolai o gwmpas yr ardal. Yn gynathro a bellach yn gynghorydd, diolchodd Mr Griffiths i Bethan James am ei gwaith caled a'i hymroddiad i GYSAG Gwynedd fel un o ymgynghorwyr yr Awdurdod Lleol, a dymunodd yn dda iddi yn ei rôl newydd fel Arweinydd Systemau GwE.</p> <p>Anerchwyd yr aelodau gan Gyfarwyddwr Addysg Gwynedd, Mr Dewi R Jones, a ategodd groeso'r Cynghorydd Griffiths. Siaradodd Mr Jones am y newid mewn agweddau tuag at Addysg Grefyddol, gan gyfeirio at y cyfnod pan gâi AG ei disgrifio'n aml fel un o'r 'pynciau Sinderela' oedd yn gorfod ymladd am eu lle ymhlith meysydd Mathemateg, gwyddoniaeth ac ieithoedd, er enghraifft. Llongyfarchodd athrawon, CYSAG'au a ChCYSAGauC am eu gwaith caled, eu gweledigaeth a'u hymrwymiad i'r pwnc, gan ychwanegu bod y disgrifiad hwn bellach wedi diflannu oherwydd eu gallu i ysbrydoli plant, a'u cefnogaeth i AG.</p> <p>Cyfeiriodd Mr Jones at ddau gyhoeddiad yn ei anerchiad. Yr oedd y cyntaf gan y Dr Barry Morgan o Brifysgol Bangor (2013), "Thinking about how we will develop RE in the future", a'r ail oedd adroddiad Robert Hill</p>	<p>1. <b>Cyflwyniad a chroeso / Introduction and welcome.</b> Chair Edward Evans welcomed members to the meeting and welcomed Mr Selwyn Griffiths, past chair of Gwynedd County Council and current Chair of Gwynedd SACRE.</p> <p>Mr Selwyn Griffiths thanked the Chair and welcomed members to Gwynedd, which he described as one of the most beautiful area of Wales. Mr Griffiths emphasised the commitment of Gwynedd County Council to conducting all business through the medium of Welsh. He also acknowledged the many different cultures around the area. A former teacher and now a councillor, Mr Griffiths thanked Bethan James for her hard work and commitment to Gwynedd SACRE as a Local Authority advisor and wished her well in her new role as a Systems Leader for GwE. Director of Education for Gwynedd, Mr Dewi R Jones addressed members, reiterating the welcome of Councillor Griffiths. Mr Jones spoke of the change in attitudes to Religious Education referring back to when RE was often described as one of the 'Cinderella subjects', which had to fight for her place within the fields of Maths, science and languages, for example. He congratulated teachers, SACREs and WASACRE for their hard work, vision and commitment to the subject, adding that due to their enthusiasm, their ability to inspire children and their support for RE, this description has now disappeared.</p> <p>Mr Jones referred to two publications in his address. The first was by Dr Barry Morgan of Bangor University (2013) "Thinking about how we will develop RE in the future" and the second was the Robert Hill report</p>

a gyhoeddwyd gan Lywodraeth Cymru (18 Mehefin 2013). Yn gryno, dywedodd Mr Jones fod AG yn llawer mwy na gwybodaeth yn unig, a phwysleisiodd bwysigrwydd Addysg Grefyddol a'r cyfoeth o brofiadau y gallai disgyblion eu cael yn yr ysgol, naill ai yn yr ystafell ddosbarth neu yn yr ysgol gyfan — er enghraifft, cael amser i adfyfrio a meddwl ac i ystyried safbwyntiau pobl eraill. Dywedodd Mr Jones ein bod yn caniatáu i ddisgyblion wneud hyn drwy Addysg Grefyddol ac addoli ar y cyd. Aeth yn ei flaen i ddweud bod athrawon AG yn greadigol yn eu cynllunio, ac y dylent barhau felly, a bod y modd yr oeddynt yn ysbrydoli plant yn rhan greiddiol o'r cynllunio hwnnw. Gan ddyfynnu o adroddiad Hill, meddai Mr Jones: “Y tu cefn i'r holl newidiadau, y pethau pwysicaf yw'r dysgu a'r profiadau, a safon yr addysgu. Rwy'n meddwl bod yr hyn sy'n digwydd yn yr ystafell ddosbarth yn para am byth, a bod yn rhaid ei wneud yn iawn os yw am gael unrhyw ddylanwad ar safonau.”

Clôdd Mr Jones ei anerchiad drwy ddiolch i GCYSAGauC, ac anogodd barhad ymrwymiad y Gymdeithas i Addysg Grefyddol ac Addoli ar y Cyd yng Nghymru. Wedi hynny, cafwyd cyflwyniad gan rai o ddisgyblion blwyddyn 8 Ysgol Syr Hugh Owen, Caernarfon. Rhannodd y disgyblion yr hyn y buont yn ei wneud mewn gwersi AG yn ystod y tymor hwnnw. Cychwynnwyd drwy egluro'r pwnc, sef ‘Cwestiynau sylfaenol ynghylch Islam’. I ddechrau yr oedd y disgyblion wedi gweithio ar amrywiaeth o dasgau ynglŷn â Phum Piler Islam, gan gynnwys pererindod Fwslimaidd a Ramadan. Yr oeddynt wedi gweithio mewn grwpiau yn y dosbarth i greu gwahanol ddulliau o ddysgu am Ramadan, a rhoddasant arddangosiad o rai o'r rhain, gan gynnwys gêm cydgysylltu geiriau a rap yr oeddynt

published by Welsh Government (18 June 2013). In summary, Mr Jones said that RE is much more than just information and emphasised the importance of Religious Education and the wealth of experiences pupils can have in a school, either in the classroom or the whole school, for example, pupils having time to reflect and think and consider other people’s viewpoints. Mr Jones said that through Religious Education and collective worship we are allowing pupils to do this. He went on to say that teachers of RE are, and should continue to be, creative in their planning, and the way that they inspire children is a core part of that planning. Quoting from the Hill report, Mr Jones said, “behind all the changes the most important thing is the learning and experiences and the standard of the teaching. I think what happens in the classroom lasts forever and has to be done properly to have any influence on standards.”

Mr Jones ended his address by thanking WASACRE and urged the continuation of the Association’s commitment to Religious Education and Collective Worship in Wales. Members were then given a presentation by year 8 pupils from Ysgol Syr Hugh Owen, Caernarfon. The pupils shared what they had been doing in RE that term. They began by explaining the topic, which was ‘Fundamental questions about Islam’. Initially pupils had worked on a variety of tasks about the Five Pillars of Islam, including Muslim pilgrimage and Ramadan. They had worked in groups in class to create different ways of learning about Ramadan and gave a demonstration of some of these, which included a word association game and a rap that they performed. Pupils also linked their unit of work to the skills they had

<p>wedi ei berfformio. Yn ogystal, cysylltodd y disgyblion eu huned gwaith â'r sgiliau yr oeddynt wedi eu datblygu wrth ddysgu. Diolchodd y Cadeirydd, Edward Evans, i'r disgyblion, gan gysylltu eu gwaith â'r sefyllfa gyfredol yng Ngwledydd Prydain.</p> <p>2. <b>Adfyfrio tawel / Quiet reflection.</b> Rhannodd y Cadeirydd ddetholiad allan o'i hoff lyfr, 'The Wind in the Willows', a gofynnodd i'r aelodau ystyried eu hymatebion eu hunain i'r myfyrdod.</p> <p>3. <b>Ymddiheuriadau / Apologies:</b> Meinir Loader, Helen Gibbon, Leslie Francis, Brian Rogers, Dafydd Treharne, Rameez Delpak, Gavin Craigen, Rheinallt Thomas, Vicky Thomas, y Cyngorydd Christine Abbas, Sue Cave, Huw George a Michael Gray.</p> <p>4. <b>Cofnodion y cyfarfod a gynhaliwyd yng Nghasnewydd, 22 Mawrth 2013 / Minutes of meeting held in Newport, 22 March 2013.</b> Derbyniwyd cofnodion y cyfarfod fel rhai cywir.</p> <p>5. <b>Cyflwyniad PYCAG: Phil Lord, 'Y Marc Safon AG' / NAPfRE presentation:</b> Phil Lord, 'REQM'</p> <p>Rhoddodd Phil Lord y newyddion diweddaraf i'r aelodau am ddatblygiad y Marc Safon AG ar gyfer cyd-destun penodol Gymreig. Gan ddefnyddio cyflwyniad PowerPoint, crynhodd themâu'r Marc Safon AG. Pwysleisiodd fod Cyngor AG Cymru a Lloegr, Ymddiriedolaeth Culham a Sant Gabriel, a'r Gymdeithas Genedlaethol, i gyd yn gefnogol i ddatblygiad y Marc Safon. Teimlai PL ei bod yn bwysig bod y Marc Safon AG ar gael hefyd i ysgolion yng</p>	<p>developed during their learning. Chair Edward Evans thanked the pupils and linked their work with the current situation in Britain.</p> <p>2. <b>Adfyfrio tawel / Quiet reflection.</b> The Chair shared an excerpt from his favourite book 'Wind in the Willows' and asked members to consider their own responses to the reflection.</p> <p>3. <b>Ymddiheuriadau / Apologies:</b> Meinir Loader and Helen Gibbon. Leslie Francis, Brian Rogers and Dafydd Treharne and Rameez Delpack, Gavin Craigen, Rheinallt Thomas, Vicky Thomas, Cllr Arwel Roberts, Christine Abbas, Sue Cave, Huw Edwards, Huw George, Jenny Garrard, Michael Gray.</p> <p>4. <b>Cofnodion y cyfarfod a gynhaliwyd yng Nghasnewydd, 22 Mawrth 2013 / Minutes of meeting held in Newport, 22 March 2013</b> The minutes were accepted as a true record of the meeting.</p> <p>5. <b>Cyflwyniad NAPfRE: NAPfRE presentation:</b> Phil Lord REQM</p> <p>Phil Lord updated members on the development of the RE Quality Mark for a specifically Welsh context. Using a PowerPoint presentation, he summarised the themes of the RE Quality Mark. He emphasised that the RE Council for England and Wales, the Culham and St Gabriel's Trust, and the National Society are all supportive in the development of the Quality Mark. PL felt that it was important that the RE Quality Mark should also be available to</p>
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<p>Nghymru, ac yr oedd wedi bod yn gweithio gyda Mary Myatt i'w osod mewn cyd-destun a diwyg Cymreig. Yr oedd cynllun peilot wedi ei gynnal, gyda phedair ysgol yn cymryd rhan. Yr oedd y Marc Safon AG wedi ei sefydlu er mwyn: 1. Codi proffil AG mewn ysgolion. 2. Dathlu ymrwymiad i ragoriaeth mewn AG. 3. Hwyluso lledaeniad ar gyfer mesur, cynllunio a datblygu ansawdd addysgu a dysgu ym maes AG. 4. Symbylu ysgolion i gynyddu amrywiaeth ac ansawdd addysgu a dysgu mewn AG er mwyn gwella safonau. 5. Darparu strwythur a fframwaith a fyddai'n galluogi esgobaethau a ChYSAG'au i fapio AG o ansawdd uchel.</p> <p>Crynhodd PL y prif negeseuon mewn perthynas â'r Marc Safon AG:</p> <ul style="list-style-type: none"> <li>• Yr oedd yn fan cychwyn da ar gyfer ysgolion ac adrannau AG, a allai ei ddefnyddio fel arf datblygiad proffesiynol ar eu cyfer hwy eu hunain neu ar gyfer adrannau eraill yn yr ysgol.</li> <li>• Yr oedd yn gymorth i ganfod ysgolion da a rhannu arfer da ar draws ysgolion.</li> </ul> <p>Yr oedd PL wedi gweithio gyda Tania ap Siôn a Phwyllgor Gwaith CCYSAGauC ar ddiwygio'r meini prawf Seisnig ar gyfer y Marc Safon AG mewn cyd-destun Cymreig. Yr oedd athrawon o'r ysgolion a oedd wedi peilotio'r Marc Safon AG wedi darparu adborth manwl a chadarnhaol hefyd i aelodau mewn perthynas â'u profiadau.</p> <p>Gofynnodd PL i aelodau CCYSAGauC a fuasent yn ystyried darparu cymorth ariannol gan y Gymdeithas ar gyfer cyfieithu dogfennau (oddeutu £500.00) a rhoi cyhoeddusrwydd i'r Marc Safon drwy'r 22 CYSAG. Gwnaeth y Cadeirydd sylw ar bwysigrwydd cyfieithu'r dogfennau, a</p>	<p>schools in Wales and has been working with Mary Myatt to place it within a Welsh context and format. There has been a pilot in which four schools took part. REQM has been set up to: 1. Raise the profile of RE in schools. 2. Celebrate a commitment to excellence in RE. 3. Enable dissemination for measuring, planning and developing the quality of RE teaching and learning. 4. Encourage schools to increase the range and quality of teaching and learning in RE to improve standards. 5. Provide a structure and framework for dioceses and SACREs to map high quality RE.</p> <p>PL summarised the main messages in relation to the REQM:</p> <ul style="list-style-type: none"> <li>• It is a good starting point for schools and RE departments, which can use it a tool for professional development for themselves or other departments in school.</li> <li>• It helps to identify good schools and the sharing of good practice across schools.</li> </ul> <p>PL had worked with Tania ap Sion and the WASACRE Executive in amending the English criteria for the REQM for a Welsh context. Teachers from the schools that had piloted the REQM also provided members with detailed and positive feedback in relation to their experiences.</p> <p>PL asked WASACRE members if they would consider the Association funding the translation of documents (approx. £500.00) and publicising the quality mark through the 22 SACREs. The Chair commented on the importance of the translation of the documents and Treasurer John Mitson</p>
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chadarnhaodd y Trysorydd, John Mitson, fod CCYSAGauC mewn sefyllfa i ariannu hyn. Cytunodd yr aelodau y dylid darparu cyllid ar gyfer cyfieithu. Dywedodd PL y byddai'n gwneud cyflwyniad i gynhadledd AREAIC ar 1 Gorffennaf 2013, ac y byddai Mary Myatt yn darparu hyfforddiant ar 7 Hydref 2013 ar gyfer Aseswyr yng Nghymru. Yr oedd yn bwysig cael aseswyr hyfforddedig yng Nghymru a oedd yn gyfarwydd â'r cyddestun Cymreig, a hefyd cael aseswyr cyfrwng Cymraeg.

Cafodd y Cadeirydd gadarnhad gan PL fod y Marc Safon wedi ei beilotio yng Ngogledd Cymru, ac mai cost gwneud cais am asesiad y Marc Safon AG fyddai £450.00 yr ysgol. Cadarnhaodd PL yn ogystal fod y dyfarniad yn parhau am 3 blynedd, ac y byddai ar ysgolion angen ailymgeisio wedi'r cyfnod hwnnw; y gobaith oedd y byddent yn ceisio am ddyfarniad uwch.

Diolchodd Carys Pritchard (Arweinydd Systemau Consortiwm Canol De Cymru) i PL a'r ysgolion am rannu eu profiadau. Yr oedd yn amlwg bod yr ysgolion wedi cael budd o hyn, ac nas gwelid yn faich ychwanegol. Dywedodd CP ei bod yn bwysig pwysleisio y byddai ysgolion yn gwerthfawrogi cymorth gyda hunanarfarnu, ac y croesewid dogfennau cyfrwng Cymraeg. Tynnodd CP sylw'n ogystal at yr angen i'r Marc Safon Cymreig gael ei labelu'n glir ar y wefan ar gyfer ysgolion Cymreig. Holodd Gill Vaisey ynghylch ysgolion na allai fforddio talu am y broses, ac mewn ymateb cadarnhaodd PL y byddai'r holl ddogfennau ar gael am ddim ar wefan y Marc Safon AG, er mwyn i ysgolion eu hasesu eu hunain heb orfod mynd drwy'r broses yn ffurfiol gydag asesydd. Fodd bynnag, os oeddynt yn dymuno i'r marc safon gael ei ddyfarnu

confirmed that WASACRE was in a position to fund this. Members agreed that funding for translation should be provided. PL said that he would be presenting to the AREAC conference on 1 July 2013 and Mary Myatt will be delivering training on 7 October 2013 for Assessors in Wales. It is important to have trained assessors in Wales who are familiar with the Welsh context and also to have Welsh-medium assessors.

The Chair confirmed with PL that it had been piloted in North Wales and the cost for applying for the REQM assessment would be £450.00 per school. PL also confirmed that the award lasts for 3 years and schools would need to re-apply after that period, hopefully for a higher award.

Carys Pritchard (Systems Leader for South Central Consortia) thanked PL and the schools for sharing their experiences. It was clear that the schools had benefited from this and that it was not perceived as an extra burden. She said that it was important to emphasise that schools would appreciate the benefit of help with Self Evaluation and Welsh-medium documents would be welcomed. CP also pointed out the need for the Welsh quality mark to be clearly labelled on the website for Welsh schools. Gill Vaisey asked about schools who could not afford to pay for the process, and in response PL confirmed that all the documents would be free on the REQM website for schools to assess themselves without having to pay to go through the process formally with an assessor. However, if they did want to be awarded the quality mark, payment would be

<p>iddynt, byddai angen tâl.</p> <p>Awgrymodd aelod o Geredigion y gallai CYSAG'au lleol dynnu sylw'r ysgolion at y Marc Safon AG a'i hyrwyddo. Y ddolen a oedd i'w rhannu ag ysgolion unigol oedd <a href="http://www.reqm.org">www.reqm.org</a>. Awgrymodd Bethan James y gallai hwn fod yn fformat da i GYSAG'au ei ddefnyddio eu hunain wrth fonitro AG, ac efallai y dylai CYSAG'au drafod hyn yn eu cyfarfodydd lleol. Diolchodd y Cadeirydd i Phil Lord a'r athrawon a fu'n gysylltiedig â'r Peilot am eu cyflwyniad a'u gwaith caled.</p> <p><b>6. Gohebiaeth /Correspondence.</b> Darllenodd Libby Jones ymateb Leighton Andrews yn glŷn â'r Adolygiad cyfredol o'r Cwricwlwm yng Nghymru. Byddai'r ymgynghoriad yn glŷn â'r Adolygiad yn cychwyn rywbryd ym Medi 2013, a chytunwyd y byddai Pwyllgor Gwaith CCYSAGauC yn ymateb i'r ymgynghoriad ar ran CCYSAGauC oherwydd y cyfyngiadau ar amser a oedd yn deillio o symud dyddiad y prif gyfarfod nesaf i'r un diwrnod â'r gynhadledd.</p> <p><b>7. Diweddariadau/Updates:</b></p> <p><b>Adolygiad Thematig Estyn / Estyn Thematic Review.</b> Darparodd Mary Parry'r wybodaeth ddiweddaraf. Cawsai'r adroddiad ei gyhoeddi'r diwrnod blaenorol (18.6.13), ac yr oedd ar gael ar wefan Estyn. Yr oedd tri Arolygydd wedi edrych ar Addysg Grefyddol statudol yng Nghyfnodau Allweddol 3 a 4 mewn 22 o ysgolion ar draws Cymru. Yr oedd hyn wedi cynnwys treulio un diwrnod ym mhob ysgol. Arsylwyd un wers yn CA3 (blwyddyn 9) ac un wers yn CA4 (blwyddyn 10). Edrychodd yr Arolygwyr ar ddogfennaeth, cynlluniau gwaith, a</p>	<p>needed.</p> <p>A Ceredigion member suggested that local SACREs could draw the schools' attention to the REQM and promote it. The link to be shared with individual schools is <a href="http://www.reqm.org">www.reqm.org</a>. Bethan James suggested that this could be a good format for SACREs to use themselves when monitoring RE and perhaps SACREs should be discussing this at their local meetings. The Chair thanked Phil Lord and the teachers involved in the Pilot for their presentation and hard work.</p> <p><b>6. Gohebiaeth /Correspondence.</b> Libby Jones read out the response from Leighton Andrews regarding the current Curriculum Review in Wales. The consultation for the Review will be out some time in September 2013 and it was agreed that the WASACRE Executive Committee will respond to the consultation on behalf of WASACRE due to the time constraints of the next main meeting being moved to the same day as the conference.</p> <p><b>7. Diweddariadau/Up-dates:</b></p> <p><b>Adolygiad Thematig Estyn/ Estyn Thematic Review.</b> An update was provided by Mary Parry. The report was published on the previous day (18.6.13) and is available on the Estyn website. Three inspectors looked at statutory Religious Education in key stages 3 and 4 in 22 schools across Wales. This consisted of one day in each school. One lesson in KS3 (year 9) and one lesson in KS4 (year 10) were observed. Inspectors looked at documentation, schemes of work, planning, and talked to Heads of Department and 10 pupils from KS3 and 10 pupils from KS4</p>
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chynllunio, a siarad â Phenaethiaid Adran, 10 disgybl o CA3 a 10 disgybl o CA4, gyda holiadur. Un o'r prif benawdau yn yr adroddiad hwn oedd bod AG yn fwy poblogaidd nag unrhyw bwnc arall nad oedd yn bwnc craidd. Yr oedd hyn yn galonogol, and yn amlygu agwedd gadarnhaol y disgyblion at Addysg Grefyddol. Un o'r prif negeseuon oedd bod disgyblion yn gweld gwerth y pwnc yn eu bywydau, ac yn teimlo y byddai AG yn eu helpu. Byddai Mark Champion yn siarad yn fanylach am yr adroddiad yn y gynhadledd.

Yr oedd chwech o argymhellion ar gyfer ysgolion a dau ar gyfer Llywodraeth Cymru. Ar gyfer ysgolion, yr oeddynt yn ymwneud â:

- Chyflawniad bechgyn
- Cynnig cymhwyster drwy arholiad ar gyfer AG graidd er mwyn codi safonau
- Aseu athrawon yn CA3
- Tasgau mwy heriol ar gyfer disgyblion, er mwyn cyrraedd lefelau uwch
- Trefniadau cwricwlwm, staffio ac amserlennu i alluogi disgyblion i symud ymlaen o CA3 i CA4
- Cryfhau Hunanarfarnu

Ar gyfer Llywodraeth Cymru, yr oeddynt yn ymwneud â:

- Cyfleoedd ar gyfer DPP
- Cyhoeddi data ar gyfer AG

Rhai pwyntiau a godwyd gan aelodau oedd: A oedd gwella cyflawniad bechgyn yn broblem mewn AG yn unig? Yr oedd cysylltiadau cryf rhwng AG a llythrennedd, ac felly fe allai fod yn bwnc a oedd yn fwy poblogaidd gyda merched. Gellid gwneud mwy i wella safonau ymysg bechgyn. Efallai fod cynnwys y maes llafur yn allweddol i gynyddu diddordeb a chyflawniad bechgyn mewn AG.

with a questionnaire. One of the headlines of this report is that RE is a more popular subject than any subject that is not a core subject. This is encouraging and highlights the positive attitude of the pupils towards Religious Education. One of the main messages was that pupils saw the value of the subject in their lives and that they felt that RE would help them. Mark Champion will be speaking about the report in more detail at the conference.

There were six recommendations for schools and two for the Welsh Government. For schools, these related to:

- Boys' achievement
- Offering an examination qualification for core RE to raise standards
- Teacher assessment at KS3
- More challenging tasks for pupils to achieve higher levels
- Curriculum, staffing and timetabling arrangements to enable pupils to make progress from KS3 to KS4
- Strengthening Self Evaluation

For Welsh Government, these related to:

- Opportunities for CPD
- Publishing data for RE

Some points raised by members were: Is raising boys' achievement an RE only issue? There are strong links between RE and Literacy and therefore it may be a subject more popular with girls. More could be done to improve standards with boys. The syllabus content may be key to raising boys' interest and achievement in RE.

<p>Bu'n galonogol gweld yr adroddiad yn y 'Western Mail' ynglŷn ag Adolygiad Thematig Estyn. Yr oedd statws AG wedi codi, ar y cyfan. O ran ymateb yn briodol i agweddau penodol ar Adolygiad Estyn, yr oedd angen ymchwil er mwyn deall rhai o'r canlyniadau'n iawn.</p> <p>Cytunwyd y byddai CCYSAGauC yn cylchredeg yr adroddiad ar Adolygiad Thematig Estyn i GYSAG'au, fel bod copi ohono ganddynt, ac y gallai gylchredeg yr adroddiad i ysgolion hefyd. Byddai copi'n cael ei osod ar wefan CCYSAGauC yn ogystal.</p> <p><b>Adolygiad gan Lywodraeth Cymru o adroddiadau blynyddol CYSAG / Welsh Government review of SACRE annual reports.</b></p> <p>Darparwyd yr wybodaeth ddiweddaraf gan Tania ap Siôn. Yr oedd y broses ynglŷn ag Adolygiad Llywodraeth Cymru o adroddiadau CYSAG'au wedi ei thrafod mewn sawl cyfarfod o'r Pwyllgor Gwaith dros y blynyddoedd diweddar. Yr oedd y ddogfen adolygu gyfredol yn cwmpasu adroddiadau blynyddol 3 blynedd. Yr oedd yn ofynnol fod CYSAG'au yn cyflwyno'u hadroddiadau blynyddol i Lywodraeth Cymru; a'r dogfennau cyflwynedig hyn oedd yn sail i gynnwys yr adolygiad. Yr oedd y ddogfen adolygu wedi ei rhannu, ar ffurf ddrafft, gyda'r Pwyllgor Gwaith a'r ymgynghorwyr, a oedd wedi darparu adborth defnyddiol i Lywodraeth Cymru. Nid oeddem yn gwybod eto pa bryd y byddai'n cael ei chyhoeddi'n swyddogol.</p> <p>Yr oedd y ddogfen adolygu ddrafft yn adlewyrchu golwg gadarnhaol a defnyddiol iawn ar GYSAG'au yng Nghymru, a'u meysydd gwaith. Yr oedd yn amlygu</p>	<p>It was encouraging to see the report in the Western Mail relating to the Estyn Thematic Review. The status of RE has increased on the whole. In terms of responding appropriately to particular aspects of the Estyn Review, research is needed to understand properly some of the results.</p> <p>It was agreed that WASACRE would circulate the Estyn Thematic Review report to SACREs so that they have a copy and can also circulate the report to schools. A copy would also be placed on the WASACRE website.</p> <p><b>Adolygiad gan Lywodraeth Cymru o adroddiadau blynyddol CYSAG/Welsh Government review of SACRE annual report.</b></p> <p>An update was provided by Tania ap Sion. The process relating to the Welsh Government Review of SACRE reports has been discussed in many Executive meetings over the past few years. The current review document covers 3 three years of annual reports. It is a requirement that SACREs submit their annual reports to Welsh Government and it is these submitted documents that inform the content of the review. The review document has been shared in draft format with the Executive and advisors, who have provided useful feedback to Welsh Government. We do not know as yet when it will be published officially.</p> <p>The draft review document reflects a very positive and helpful view of SACREs in Wales and their areas of work. It highlights an awareness of the significant contribution</p>
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<p>ymwybyddiaeth o gyfraniad sylweddol CYSAG'au at Addysg Grefyddol ac Addoli ar y Cyd. Cafwyd cydnabyddiaeth o'r sefyllfa newidiol yng Nghymru a sut y byddai'n effeithio ar GYSAG'au. Y prif argymhellion i GYSAG'au oedd y dylent barhau i wneud yr hyn yr oeddent yn ei wneud er mwyn codi safonau a chynorthwyo ysgolion, monitro ysgolion, a darparu cyngor ynglŷn â dulliau dysgu a.y.b. ar gyfer eu Hawdurdodau Lleol, a sicrhau bod proses werthuso wedi ei sefydlu. Yr oedd yr adroddiad hefyd yn trafod pwysigrwydd sicrhau bod Addoli ar y Cyd yn digwydd yn unol â gofynion y gyfraith. Yr oedd pwyslais ar gymorth gan GYSAG'au i Awdurdodau Lleol gyda'r broses Hunanwerthuso. Yr oedd nifer o gysylltiadau rhwng yr adolygiad hwn ac Adolygiad Thematig Estyn — er enghraifft, strategaethau mewn perthynas â chyflawniad bechgyn, y defnydd o ganlyniadau arholiadau, a'r defnydd pwrpasol o ddata. Yn olaf, dylai CYSAG'au adrodd ynghylch effeithiolrwydd y cynghorion a'r cymorth a roddwyd mewn perthynas ag Addoli ar y Cyd. Cytunwyd bod hon yn ddogfen bwysig, er gwaethaf oed yr wybodaeth a oedd ynddi. Yr oedd llawer iawn yn yr adroddiad y buasai'n ddefnyddiol i GYSAG'au ei drafod. Cyn gynted ag y byddai'r ddogfen yn cael ei chyhoeddi, byddai CCYSAGauC yn trefnu ei bod ar gael i GYSAG'au er mwyn iddynt allu ymateb iddi.</p> <p><b>Cynhadledd CCYSAGauC / WASACRE Conference</b> Nodwyd y byddai Cynhadledd nesaf CCYSAGauC yn cael ei chynnal ar 10 Hydref 2013.</p> <p><b>8. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 16 Mai 2013 / Report from the Executive Committee</b></p>	<p>of SACREs to Religious Education and Collective Worship. There has been recognition of the changing situation in Wales and how this will affect SACREs. The main recommendations to SACREs are to continue to do what they are doing in order to raise standards and to support schools, monitor schools and provide advice about teaching methods, etc to their Local Authorities, and to have in place an evaluation process. The report also talks about the importance of ensuring that Collective Worship takes place according to legal requirements. There is emphasis on SACREs supporting Local Authorities with the Self Evaluation process. There are a number of connections between this review and the Estyn Thematic Review, for example, boys' achievement strategies and the use of examination results and the purposeful use of data. Finally, SACREs should report on the effectiveness of the advice and support given in relation to Collective Worship. It was agreed that this is an important document despite the age of the information within it. There is a great deal in the report that SACREs can usefully discuss. As soon as the document is published, WASACRE will make it available to SACREs so that they can respond to it.</p> <p><b>CYSAGau Gynhadledd/WASACRE Conference</b> The forthcoming WASACRE Conference was noted, taking place on 10 October 2013.</p> <p><b>8. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 16 Mai 2013 / Report from the Executive Committee</b></p>
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<p><b>held on 16 May 2013</b></p> <p>Yr oedd yr aelodau wedi derbyn y crynodeb o gyfarfod y Pwyllgor Gwaith gyda'u papurau.</p> <p><b>9. U.F.A. / A.O.B.</b> Nid oedd unrhyw faterion eraill.</p> <p><b>10. Dyddiad y cyfarfod nesaf / Date of next meeting.</b> Bellach bydd cyfarfod nesaf CCYSAGauC yn cael ei gynnal ar ddiwrnod Cynhadledd CCYSAGauC, sef dydd Iau, 10 Hydref 2013 (bydd y Gynhadledd yn dod i ben am 3.30pm a bydd cyfarfod byr o GCYSAGauC yn cael ei gynnal rhwng 3.45 a 4.45pm). Bydd y papurau ar gyfer y cyfarfod yn cael eu cylchredeg i aelodau gan eu CYSAG lleol.</p>	<p><b>held on 16 May 2013</b></p> <p>Members received the summary of the Executive meeting with their papers.</p> <p><b>9. U.F.A. / A.O.B.</b> There was no other business.</p> <p><b>10. Dyddiad y cyfarfod nesaf / Date for next meeting.</b> The next WASACRE meeting will now take place on the day of the WASACRE Conference on Thursday, 10 October 2013 (The Conference will finish at 3.30pm and a short WASACRE meeting will take place from 3.45-4.45pm). Papers for the meeting will be circulated to members by their local SACRE.</p>
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<p><b>Cofnodion Cyfarfod Blynyddol CCYSAGauC, 19 Mehefin 2013</b></p> <p>1. <b>Cofnodion y Cyfarfod Blynyddol a gynhaliwyd yng Nghyffordd Llandudno ar 26 Mehefin 2012</b> Minutes of the Annual General Meeting held in Llandudno Junction, 26 June 2012. Derbyniwyd cofnodion y cyfarfod fel rhai cywir.</p> <p>2. <b>Materion yn Codi / Matters Arising.</b> Nid oedd unrhyw faterion yn codi.</p> <p>3. <b>Adroddiad CCYSAGauC am 2012–2013 / WASACRE Report for 2012–2013.</b> Cyflwynodd y Cadeirydd yr adroddiad blynyddol i'r aelodau. Cadarnhawyd mai'r cyfnod yr oedd yn ymdrin ag ef oedd Haf 2012, Hydref 2012 a Gwanwyn 2013. Derbyniwyd yr adroddiad gan yr aelodau. Byddai'r adroddiad yn cael ei gylchredeg i GYSAG'au.</p> <p>4. <b>Adroddiad y Trysorydd /Treasurer's Report.</b> Cyflwynwyd yr adroddiad gan y Trysorydd, John Mitson, a dynnodd sylw at y ffaith mai prif ffynhonnell incwm y Gymdeithas oedd tanysgrifiadau. Hyd y diwrnod hwnnw, yr oedd yr holl danysgrifiadau ac eithrio un wedi eu derbyn oddi wrth y CYSAG'au. Bu'r gwariant yn uwch y flwyddyn honno oherwydd yr hyfforddiant CA3 yr oedd CCYSAGauC wedi ei gynnig ar y cyd â'r consortia. Hefyd, bu'r treuliau'n uwch oherwydd i gostau gwasanaethau cyfieithu a threuliau o'r flwyddyn flaenorol gael eu cynnwys yng nghyfrifon y flwyddyn. Yn ystod y flwyddyn, bu'r gwariant £1469.31 yn fwy na'r incwm. Fodd bynnag, ar ddiwedd y flwyddyn ariannol, yr oedd tri thanysgrifiad</p>	<p><b>WASACRE Annual General Meeting minutes, 19 June 2013</b></p> <p>1. <b>Cofnodion Cyfarfod Blynyddol a gynhaliwyd yn Llandudno Junction ar 26 Mehefin 2013</b> Minutes of the Annual General Meeting held in Wrexham, 26 June 2012. The minutes were accepted as a true record of the meeting.</p> <p>2. <b>Materion yn Codi / Matters Arising.</b> There were no matters arising.</p> <p>3. <b>Adroddiad CCYSAGauC am 2012-2013 WASACRE Report for 2012-2013.</b> The Chair presented the annual report to members. It was confirmed that the period it covers is Summer 2012, Autumn 2012 and Spring 2013. The report was accepted by members. The report will be circulated to SACREs.</p> <p>4. <b>Adroddiad y Trysorydd /Treasurer's Report.</b> Treasurer John Mitson presented the report and pointed out that the main source of income for the Association is from subscriptions. To date all subscriptions, apart from one, had been received from the SACREs. Spending is higher this year due to the KS3 training offered by WASACRE in association with the consortia. Also, expenses are higher this year due to translation services and expenses from last year being included in this year's accounts. During the year, expenditure exceeded income by £1469.31. However, at the end of the financial year, three subscriptions had not been received and, if they had been paid at that point, this would have reduced the overspend in year by £1224.00, leaving an</p>
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<p>yn dal heb eu derbyn; pe baent wedi eu talu erbyn yr adeg honno, buasai'r gorwariant £1224.00 yn llai, gan adael gorwariant o £245.31 am y flwyddyn. Yr oedd hyn yn cymharu â thanwariant, yn ystod y flwyddyn 2011/2012, o £3384.66. Yr oedd y flwyddyn ariannol wedi dechrau gyda gweddill o £18812.88, ac wedi diwedd gyda gweddill o £17343.57. Yr oedd cyllid CCYSAGauC, felly, yn aros mewn cyflwr iach iawn, er bod lleihad o £1469.31 o gymharu â'r sefyllfa a fodolai ar ddiwedd 2011/2012. Yr oedd CCYSAGauC, felly, mewn sefyllfa gref i ariannu ei gweithgareddau arfaethedig a oedd yn cynorthwyo CYSAG'au ac ysgolion.</p> <p>Argymhellwyd y dylai tanysgrifiadau am y flwyddyn ariannol gyfredol godi 2.08%, a fyddai'n codi'r tanysgrifiad i £418.00 fesul CYSAG. Derbyniwyd hyn gan yr aelodau, a chytunodd yr holl aelodau a oedd yn bresennol y dylid cynnal y symiau treulïau. Nododd Phil Lord fod CCYSAGauC yn talu am 'Reflections' yn 'Newyddion AG', ond yr oedd rhai awdurdodau lle nad oedd modd derbyn 'Newyddion AG' gan nad oeddynt yn talu amdano. Cadarnhaodd John Mitson, y Trysorydd, fod CYSAG'au yn dal i feddu ar gopiâu o 'Reflections' y gallent eu rhannu gyda'r awdurdodau hynny. Tynnodd Tania ap Siôn sylw at gofnodion y Pwyllgor Gwaith mewn perthynas â 'Newyddion AG' a'r cyfarfod a gynhaliwyd rhwng CCYSAGauC, 'Newyddion AG' a MAGC. Yr oedd trafodaeth ddechreuol gadarnhaol wedi ei chynnal, a byddai'r aelodau'n cael y newyddion diweddaraf am unrhyw ddatblygiadau.</p> <p>Gofynnodd John Mitson am i'r cyfrifon gael eu derbyn. Derbyniodd yr aelodau'r cyfrifon, a diolchodd y Cadeirydd i John Mitson am adroddiad clir a chryno ac am ei waith drwy gydol y flwyddyn.</p>	<p>overspend in year of £245.31. This compares with an under spend in year in 2011/2012 of £3384.66. The financial year commenced with a balance of £18812.88 and ended with a balance of £17343.57. The finances of WASACRE, therefore, remain in a very healthy condition, although they represent a reduction on the position at the end of 2011/2012 by £1469.31. WASACRE is, therefore, in a strong position to fund its planned activities that support SACREs and schools.</p> <p>It was recommended that subscriptions for the current financial year should rise by 2.08%, which raises subs to £418.00 per SACRE. This was accepted by members and all members present agreed to maintain the expenses amounts. Phil Lord noted that WASACRE pays for Reflections in RE News but some authorities did not have access as they do not pay for RE News. John Mitson, Treasurer confirmed that SACREs still have copies of Reflections that they can share with those authorities. Tania ap Sion pointed to the Executive minutes with regard to RE News and the meeting that took place between WASACRE, RE News and REMW. A positive initial discussion had taken place and members would be kept abreast of any developments.</p> <p>John Mitson asked for the 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.</p>
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<p>5. <b>Sylwadau'r Cadeirydd Ymadawol / Outgoing Chair's comments</b>          Diolchodd y Cadeirydd, Edward Evans, i'r aelodau am y cyfle a'r fraint o fod yn Gadeirydd. Yr oedd yn credu mai'r unig beth oedd yn rhoi sefydlogrwydd i bobl oedd crefydd, a gorau po fwyaf y gallem hyrwyddo dealltwriaeth o amrywiaeth grefyddol. Dywedodd Edward ei fod yn hapus ei fod yn gallu bod yn rhan o hynny. Cynigiodd y Cadeirydd y dylai'r Is-gadeirydd, Tania ap Siôn, symud i swydd y Cadeirydd.</p> <p>6. <b>Ethol Cadeirydd / Election of Chair</b>          Derbyniodd yr Is-gadeirydd, Tania ap Siôn, swydd y Cadeirydd. Diolchodd i Edward Evans am ei ymroddiad a'i waith ar ran CCYSAGauC dros y ddwy flynedd diwethaf. Pwysleisiodd y fraint o allu gwasanaethu fel Cadeirydd y Gymdeithas, a chydabu'r cyfnod heriol a oedd o'n blaenau, pan fyddai gan GCYSAGauC rôl bwysig a chreadigol i'w chwarae.</p> <p>7. <b>Ethol Is-gadeirydd / Election of Vice-Chair</b>          Cafodd Gavin Craigen ei ethol i swydd Is-gadeirydd y Gymdeithas.</p> <p>8. <b>Ethol aelodau i'r Pwyllgor Gwaith / Election of members to the Executive</b>          Pwysleisiodd y Cadeirydd mai calonogol iawn oedd gweld bod cymaint o aelodau CYSAG'au yn fodlon cyflwyno'u henwau ar gyfer eistedd ar y Pwyllgor Gwaith. Yr oedd hyn yn adlewyrchu'n gadarnhaol ar ganfyddiadau ynglŷn â ChCYSAGauC a'i gwaith. Yr oedd y penodiadau canlynol wedi eu gwneud:          Mark Brown (aelod o'r Pwyllgor Gwaith, CYSAG Conwy)          Mary Parry (aelod o'r Pwyllgor Gwaith,</p>	<p>5. <b>Sylwadau'r Cadeirydd Ymadawol / Outgoing Chair's comments</b>          Chair, Edward Evans thanked members for the opportunity and privilege of being Chair. He believes that the one thing that gives stability to people is religion and the more we can promote understanding of religious diversity the better. Edward said that he is happy that he can be a part of that. The Chair proposed that the Vice Chair, Tania ap Sion move to position of Chair.</p> <p>6. <b>Ethol Cadeirydd / Election of Chair</b>          Vice Chair, Tania ap Sion, took the position of Chair. She thanked Edward Evans for his commitment and work on behalf of WASACRE over the past two years. She emphasized the privilege of being able to serve as Chair to the Association and recognized the challenging times ahead where WASACRE would have an important and creative role to play.</p> <p>7. <b>Ethol Is-Gadeirydd / Election of Vice-Chair</b>          Gavin Craigen was elected to the position of Vice Chair to the association.</p> <p>8. <b>Ethol aelodau i'r Pwyllgor Gwaith / Election of members to the Executive</b>          The Chair emphasised that it had been very heartening to see so many SACRE members willing to put their names forward to sit on the Executive Committee. It reflects positively on perceptions of WASACRE and its work. The following appointments have been made:          Mark Brown (Executive member, Conwy SACRE)          Mary Parry (Executive member, Carmarthenshire SACRE)</p>
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<p>CYSAG Sir Gaerfyrddin)</p> <p>Ar gyfer y drydedd swydd ar y Pwyllgor Gwaith, cafwyd pleidlais gyfartal rhwng y Cynghorydd Michael Gray (CYSAG Caerffili) a'r Parch Roy Watson (CYSAG Blaenau Gwent). Gyda chaniatâd yr aelodau, byddai CCYSAGauC yn gofyn i GYSAG'au bleidleisio eilwaith ynglŷn â'r ddau ymgeisydd hynny'n unig, drwy e-bost. Byddai Libby Jones yn trefnu hyn gyda'r CYSAG'au. Cytunodd yr aelodau i hyn, a chynigiodd Edward Evans y dylem edrych ar y Cyfansoddiad mewn perthynas â'r mater hwn, er mwyn gallu cyfeirio ato yn y dyfodol.</p> <p><b>9. U.F.A. / A.O.B.</b> Nid oedd unrhyw faterion eraill.</p> <p><b>10. Dyddiad y cyfarfod nesaf / Date of next meeting.</b> Byddai manylion ynglŷn â'r Cyfarfod Blynyddol nesaf ym Mehefin 2014 yn cael eu cylchredeg wedi i benderfyniad gael ei wneud. Diolchodd y Cadeirydd i Gyngor a ChYSAG Gwynedd am groesawu'r cyfarfod, a diolchodd yn neilltuol i'r bobl a ganlyn:</p> <p>Ken Robinson, Selwyn Griffiths, Dewi R. Jones (Cyfarwyddwr Addysg Gwynedd), Bethan James, y Cyfieithwyr a'r holl Aelodau.</p>	<p>For the third position on the Executive Committee, there was a tie between Cllr Michael Gray (Caerphilly SACRE) and Revd Roy Watson (Blaenau Gwent SACRE). With members' permission WASACRE will ask SACREs to vote again on just those two candidates by email. Libby Jones will arrange this with SACREs. Members agreed to this and Edward Evans proposed that we look at the constitution on this matter for future reference.</p> <p><b>9. U.F.A. / A.O.B.</b> There was no other business.</p> <p><b>10. Dyddiad y cyfarfod nesaf/Date of next meeting.</b> Details of the next AGM in June 2014 will be circulated when a decision is made. The Chair thanked Gwynedd County Council and SACRE for hosting the meeting and thanked in particular the following people:</p> <p>Ken Robinson, Selwyn Griffiths, Director of Education for Gwynedd, Bethan James, Translators and all Members.</p>
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### Report of the activities of the Association 2012 – 2013

1. The Association met on three occasions: 26 June 2012 at Llandudno Junction, 23 November 2012 in Merthyr Tydfil, and 22 March 2013 in Newport. We are grateful to the hosting SACREs and local authorities for their generous support and hospitality.

2. The Executive Committee met on three occasions in Cardiff: 16 October 2012, 6 February 2013, and 16 May 2013.

The Executive Committee had a full agenda throughout the year that included:

(a) working with Welsh Government in an advisory role during the production of the document, *Review of SACRE Reports*;

(b) being consulted by Estyn in relation to Estyn's Thematic Review of Religious Education at key stages 3 and 4 (recognising that the decision to conduct a thematic review of the subject came from a request made to the Minister of Education and Skills by the Association);

(c) planning the next conference of the Association for October 2013, which includes as speakers Leighton Andrews, Minister of Education and Skills and Mark Campion, Estyn;

(d) providing national training for secondary RE teachers in the use of levels in RE at key stage 3, which was a response to needs identified by the Association as a result of the Welsh Government's key stage 3 moderation process;

(e) discussing and monitoring developments in Wales which are significant for the role of SACREs and their statutory duty to monitor and support Religious Education, such as the new regional arrangements with regard to consortia and the curriculum review;

(f) participating in bodies relevant to Religious Education outside Wales, such as the RE Council for England and Wales and the European Forum for Teachers of Religious Education;

(g) working with the RE Council for England and Wales to develop and trial an adapted version of the RE Quality Mark in Wales.

Throughout the year the close supportive relationship that exists between the Association and NAPfRE has been greatly valued.

**6. Accounts.** During the year income exceeded expenditure by £3384.66, which was 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, remained in a healthy condition, which has assisted WASACRE in funding its planned activities for the year.

The main source of income for WASACRE during 2011/12 was through annual subscriptions, paid by member SACREs. The bank interest remained small. Members accepted Treasurer's recommendation that the subs go up from £400 to £408 pounds.

**7. New members of the Executive Committee.** At the summer 2012 AGM, it was confirmed that Bethan James had taken over from Gill Vaisey as NAPfRE representative on the Executive Committee. Phil Lord (Denbighshire SACRE) was elected and Rheinallt Thomas (Anglesey SACRE) was re-elected to the Executive Committee for the period 2012-2015.

**8. NAPfRE and WASACRE presentations.** The Association received interesting and valuable presentations from:

- SACREs and the Local Community: WASACRE survey by Dr Tania ap Sion
- Young People's Attitudes to Religious Diversity by Professor Leslie Francis
- Further Education: Religious Education and Chaplaincy by Jonathan Martin and Andrew Morton
- Religious Education in the Higher Education Sector by Lynda Maddock
- National KS3 training on application of levels in Religious Educations by Gavin Craigen
- Religious Education Quality Mark by Phil Lord
- Presentations by advisors on the Foundation Phase

**WALES ASSOCIATION OF SACREs**

**ANNUAL GENERAL MEETING – 19<sup>th</sup> June, 2013**

**REPORT BY:** Treasurer

**SUBJECT:** Report for 2012/2013 Financial Year

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**REPORT FOR:** Information and Decision

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**STATEMENT OF ACCOUNTS 2012/2013**

Attached as an appendix to this report is the audited Statement of Accounts for the 2012/2013 financial year. Members will note that, during the year, expenditure exceeded income by £1469.31. However, at the end of the financial year, three subscriptions had not been received and, if they had been paid at that point, this would have reduced the overspend in year by £1224.00, leaving an overspend in year of £245.31. This compares with an under spend in year in 2011/2012 of £3384.66. The financial year commenced with a balance of £18812.88 and ended with a balance of £17343.57. The finances of WASACRE, therefore, remain in a very healthy condition, although they represent a reduction on the position at the end of 2011/2012 by £1469.31. WASACRE is, therefore, in a strong position to fund its planned activities.

a) **Receipts**

As in previous years, the main source of income for WASACRE during 2012/2013 has been the annual subscriptions paid by member SACREs. Members will recall that, at the 2001 Annual General Meeting of WASACRE, it was decided to raise the level of subscriptions by the level of inflation on an annual basis. The annual subscription, therefore, for 2012/2013 was £408 which has resulted in an income of £7752. This figure represents the subscriptions of 19 SACREs as 3 SACREs had not paid their subscriptions by 31<sup>st</sup> March, 2013. It is pleasing to report that a further two subscriptions have now been paid and the late subscriptions will be recorded in the 2013/2014 accounts. Unfortunately, although a number of reminders have been issued, one SACRE has still not paid its subscription for 2012/2013.

The other source of income for WASACRE has been bank interest and this amounted to £3.80 in 2012/2013, the same amount as in 2010/2011 and 2011/2012. It is hoped that the interest paid on the WASACRE accounts will improve again in the future but it will be some time before significant income is received through bank interest.

b) **Expenditure**

During 2012/2013, the main areas of expenditure were as follows:-

An important activity for WASACRE during 2012/2013 was the funding of training in the delivery of Religious Education in Key Stage 3, costing a total of £4096.38. This was delivered on a consortia basis across Wales by Mr. Gavin Craigen and Ms. Llinos Rees, and excellent feedback has been received. This is an important example of the role that WASACRE can play in the support of Religious Education and it meant that the only costs that schools had to find were the supply costs to release their teachers and the travel expenses to reach the training venues.

During the year, the sum of £642.51 was paid for support of the WASACRE website. Members will agree that the WASACRE website is an excellent resource and has been valuable in raising the profile of the organisation.

Payment of an honorarium to the Secretary amounted to £1500. Members will recall that the secretary is entitled to receive an honorarium of £1500 per year and this payment was again made in 2011/2012. No requests for reimbursement of secretarial costs and costs for copying and distributing papers were received during the year and it is anticipated that there will be a significant payment made in the next financial year. However, costs have been reduced through the electronic circulation of papers for meetings and placement of papers and documents on the website. It will be noted that a payment of £375.00 was made, during the year, in relation to the secretarial honorarium for 2009/2010. This was referred to in the Treasurer's Report to the 2011/2012 WASACRE Annual General Meeting when it was noted that the cheque, issued during the 2009/2010 financial year, had not been presented for payment. It is pleasing to report that the address of the recipient was clarified and the payment has now been made.

A further expense, during the year, related to the costs of convening meetings of WASACRE. This amounted to £1585.73, compared with £517.53 in 2011/2012 and £871.73 in 2010/2011, and reflects the termly meetings of WASACRE and its Executive Committee. Although costs of holding meetings are rising, the costs are particularly high this year because some of the invoices for meeting costs incurred in 2011/2012 were received in the current financial year, causing the final cost to be over £1000 up on the previous year. The cost of room hire amounted to £168.37, compared with £90.20 in 2011/2012, while the cost of translation of documents amounted to £1417.36, compared with £427.33, in 2011/2012.

The amount spent on Officers' travel/accommodation in 2012/2013 amounted to £675.35, compared with £380.25 in 2011/2012. This represents a significant increase but these costs vary from year to year according to the number of meetings attended.

During 2012/2013, WASACRE has continued to make a contribution towards the costs of the publication of REflections within RE News and circulation of individual copies of REflections for inclusion in the WASACRE binders supplied to all SACREs. The invoice received for 2012/2013 was £510.14 and it represented a 2% uplift on the invoice received for £500.14, in 2011/2012. This figure was predictable as the current practice is for the



amount contributed to RE News to increase, year on year, by the same percentage as is applied to the annual subscription.

In addition to the above, WASACRE has paid a total of £240.00 in subscriptions. This represents payment of the subscription to the European Forum for Teachers of RE and the 2012 and 2013 subscriptions to the Interfaith Network. There are two payments in this year as both invoices were received in the same financial year. No payment for 2012/2013 was made to the RE Council of England and Wales as the invoice was not received until after the end of the financial year. This payment will be included in the 2013/2014 financial year accounts.

Members are invited to receive and adopt the attached statement of accounts.

### **ANNUAL SUBSCRIPTIONS 2013/2014**

In considering an appropriate annual subscription per SACRE for membership of WASACRE during the 2013/2014 financial year, members will recall that the decision was taken at the 2001 Annual General Meeting of WASACRE that, in future, the subscription to WASACRE would be increased in line with inflation.

It is important for WASACRE to follow this practice in order to ensure that sufficient resources are available to meet the ongoing costs of WASACRE activities, including meeting expenses, secretarial costs, officers' expenses, officers' honoraria and the contribution to the cost of publishing REflections in RE News. In addition, WASACRE needs to have sufficient resources available to meet the costs of further All Wales events, including the Conference planned for October, 2013, and to enable it to become involved in other initiatives for the support of Religious Education and Collective Worship across Wales such as the recent training on Religious Education in Key Stage 3. Although the WASACRE finances are currently in a healthy state, it is important that a substantial balance is maintained if WASACRE is to be able to, with confidence, arrange further national events.

In the light of the above and the decision at the 2001 Annual General Meeting, that, in future, the subscription to WASACRE be increased in line with inflation, it is

**RECOMMENDED** that the annual subscription per SACRE for membership of WASACRE during the 2013/2014 financial year, be set at £417, which represents an uplift of 2.08% on the 2012/2013 subscription.

### **PAYMENT OF EXPENSES**

Members will recall that the following arrangements for the payment of expenses were agreed at the 2012 Annual General Meeting of WASACRE for 2012/2013:-

- I. Payment of 45 pence per mile to officers undertaking business on behalf of WASACRE where they are unable to claim from their local SACREs and reimbursement at the same level for speakers contributing to WASACRE meetings;

- II. reimbursement to officers of actual parking costs, where incurred, in relation to the conduct of WASACRE business;
- III. where public transport is used rather than private car, reimbursement of actual rail/coach fares up to the level of standard fare on the understanding that advantage of saver arrangements would be taken wherever possible;
- IV. reimbursement of subsistence costs in respect of officers of WASACRE and speakers at WASACRE meetings at the following levels:-
  - breakfast - £4.50 (to qualify for a breakfast allowance, an officer must have left home before 7.00 am);
  - lunch - £6.00 (to qualify for a lunch allowance, an officer must be away from home before noon and after 2.00 pm);
  - tea - £2.50 (to qualify for a tea allowance, an officer must be away from home until after 6.30 pm);
  - evening meal - £7.50 (to qualify for an evening meal allowance, an officer must be away from home until after 8.30 pm);
- V. reimbursement of actual costs of overnight accommodation on the understanding that reasonable costs are incurred; and
- VI in relation to teachers being released from school to make presentations at meetings of WASACRE, WASACRE will fund up to one full day's supply cover. In the event of this proving inadequate, early contact must be made with the Treasurer, who will be given discretion to agree a higher level of supply cover in consultation with either the Chairman or Vice Chairman.

It is

**RECOMMENDED** that the above arrangements, agreed for 2012/2013, be maintained for 2013/2014.

**WALES ASSOCIATION OF SACRES  
STATEMENT OF ACCOUNTS 2012/2013**

**RECEIPTS**

Annual Subscription 2011/2012	400.00	
Annual Subscriptions 2012/2013	7752.00	
Bank Interest	<u>3.80</u>	
Total Receipts		<b>8155.80</b>

**EXPENDITURE**

Meeting Expenses:			
Room Hire	168.37		
Translation of Documents	<u>1417.36</u>		
		1585.73	
Support for website		642.51	
Secretary's Honorarium (2009/2010)		375.00	
Secretary's Honorarium		1500.00	
Key Stage 3 Religious Education Training		4096.38	
Officers Travel		675.35	
Contribution to RE News		510.14	
Subscriptions:			
EFTRE	90.00		
Interfaith Network (2012)	75.00		
Interfaith Network (2013)	<u>75.00</u>		
		240.00	
Total Expenditure		9625.11	
LESS Excess of Expenditure over Receipts		<u>1469.31</u>	
			<b>8155.80</b>

**BALANCE SHEET AT 31/3/13**

Balance at 31/3/12	18812.88	
LESS		
Excess of Expenditure over Receipts	<u>1469.31</u>	
Balance at 31/3/13		<b><u>17343.57</u></b>

Represented by:

Bank balances at 31/3/13:

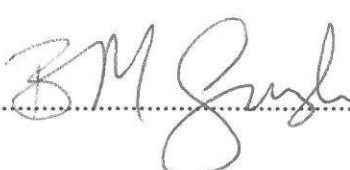
Business Money Manager Account	5451.51
Community Account	<u>15988.44</u>
	21439.95

LESS

2 cheques drawn and not presented on 31/3/13	4096.38
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**17343.57**

**Audited and found correct:**

Signed:..........

Date: .....16/6/13.....

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## **Nominations for the Executive Committee**

There are TWO nominations for ONE position on the Executive Committee.

### **1. Councillor D Michael Gray Caerphilly SACRE**

I am a lifelong member of the Methodist Church, having been a Sunday school teacher I am an accredited local Preacher of the Methodist Church, church organist, and church officer at local, regional & national level, also area Christian - Aid Coordinator and past Secretary , Chairman of my 'ChurchesTogether' and affiliated to CYTUN .

I am a Caerphilly County Borough Councillor, Chairman of Caerphilly County Borough Council SACRE Committee and represented CCBC SACRE on WASACRE since 1996, up to the present date.

I am a past member of the WASACRE Executive Committee and also past Vice - Chairman (2008 - 2009) and Chairman of WASACRE (2009 - 2011), and wish to offer the WASACRE EXECUTIVE my long experience of supporting and projecting Religious Education throughout the schools of Wales.

### **2. Rev. Roy Watson Blaenau Gwent SACRE**

Rev. Roy Watson is a Methodist Minister covering Abertillery, Blaenau Gwent.

Rev. Watson's previous and current experience is as follows:-

- Head of RE, Willows High School, Splott, Cardiff – 1976 – 1996
- Member of South Glamorgan SACRE 1992 – 1996
- Member of Blaenau Gwent SACRE 1996 – present
- Chair of Governors, Coed y – Garn Primary School, Nantyglo 1996 – present
- Welsh Football Association. Soccer Referee 1980 – 2003
- Part of Chaplaincy Team, 6<sup>th</sup> Form, Coleg Gwent, Ebbw Vale

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