

Public Document Pack

Gareth Owens LL.B Barrister/Bargyfreithiwr
Chief Officer (Governance)
Prif Swyddog (Llywodraethu)



To:

Councillors: Chris Bithell, Adele Davies-Cooke,
Jim Falshaw, Colin Legg, Dave Mackie and
Nigel Steele-Mortimer

CS/NG

28 September 2016

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RELIGIOUS DENOMINATIONS:

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

TEACHER ASSOCIATIONS:

**Mrs. L. Harkin, Mr. I. Hussain and
Mr. R. Keating**

Mr. Philip Lord (Challenge Advisor)

Dear Sir / Madam

A meeting of the **FLINTSHIRE SACRE** will be held in the **YSGOL MAES Y FELIN / YSGOL TREFFYNNON, THE STRAND, HOLYWELL, FLINTSHIRE CH8 7AW** on **WEDNESDAY, 5TH OCTOBER, 2016** at **2.00 PM** to consider the following items.

**** Please note the location - Members are requested to report to Reception ****

Yours faithfully

Peter Evans
Democracy & Governance Manager

A G E N D A

1 **APPOINTMENT OF CHAIR**

To appoint a Chair for this academic year.

2 **APPOINTMENT OF VICE-CHAIR**

To appoint a Vice-Chair for this academic year.

3 **APOLOGIES FOR ABSENCE**

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

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

5 **MINUTES** (Pages 3 - 6)

To approve and sign as a correct record the minutes of the meeting held on 29 June 2016.

6 **SACRE DRAFT ANNUAL REPORT 2015-16** (Pages 7 - 20)

To consider a report to approve the draft SACRE Annual Report (attached).

7 **ANALYSIS OF INSPECTION REPORTS** (Pages 21 - 24)

To receive the analysis of recent Estyn Inspection Reports (attached).

8 **LEAD PRACTITIONER - SUPPORTING THE NEW GCSE SPECIFICATIONS**

To receive a presentation regarding a GwE initiative to support the new GCSE specification in Religious Studies.

9 **PIONEER SCHOOLS AND THE NEW CURRICULUM**

To receive a presentation from a pioneer group member regarding the pioneer school programme.

10 **SACRE AND SCHOOL TO SCHOOL COLLABORATION**

To promote teacher representation through school to school collaboration.

11 **WASACRE**

- i) To receive the minutes of the last meeting of the Association (to be tabled at the meeting).
- ii) To agree attendance to the next WASACRE Carmarthenshire, 18 November 2016

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

The next meeting will be held at 2pm on Wednesday, 15 February 2017.

FLINTSHIRE STANDING ADVISORY COUNCIL
FOR RELIGIOUS EDUCATION (SACRE)
29 JUNE 2016

Minutes of the meeting of the Flintshire Standing Advisory Council for Religious Education held at John Summers High School on Wednesday 29 June 2016.

PRESENT:

Councillors: Chris Bithell, Colin Legg, Dave Mackie, Jim Falshaw and Nigel Steele-Mortimer

Religious Denominations: Delyth McIntyre

Teacher Associations: **Ron Keating (Chair)**, Lyn Oakes (Alun), Gail Woodward (John Summers High School) and Ibad Hussain.

APOLOGIES:

Councillor Adele Davies-Cooke,
Rev Huw Powell Davies, Christine Jones

IN ATTENDANCE:

Challenge Advisor and Committee Officer

The Chair welcomed all those in attendance and thanked and welcomed Mrs Gail Woodward for hosting the meeting at the school, and sympathised re the situation at the school. He then asked the group to undertake a moment of quiet reflection. Tracey has left the Council, and the Chair thanked her for her help over a number of years. He also welcomed Cllr J Falshaw, whose first SACRE meeting it was.

1. DECLARATIONS OF INTEREST

No declarations of interest were made.

2. MINUTES

The minutes of the meeting held on 3 February 2016 were submitted.

Accuracy

Minute number 21 - Analysis of Inspection Reports

Mrs Delyth McIntyre asked if the reference to her could be corrected from Ms Delyth Jones to Mrs Delyth McIntyre.

Minute number 22 – Examination results 2015

(Page 6) Mrs Delyth McIntyre asked if the reference to her could be corrected from Ms Delyth Jones to Mrs Delyth McIntyre.

Also on page 6, sub-para (b) should read “liaise with *Flintshire Council*”.

Matters Arising

Minute number 13 – DVD

In response to a query, the Challenge Adviser will liaise with Lyn Oakes to check if the DVDs have arrived in schools.

Minute number 22 – Examination results 2015

Cllr Mackie confirmed that there are 2 RE examination cohorts in Hawarden High, and that numbers were not counted twice.

The Chair explained that RE can be squeezed to the edge, with an average of 5-7% of curriculum time. Discussions are ongoing in schools re the percentage of time for RE. There is no statutory obligation in terms of time for the delivery of RE, just delivery of it as a subject. RE is best delivered through an examination specification. Cllr CB thanked Gavin Craigen for introducing the short course which served to enhance the value of the subject. RK said there was a need to monitor the effect of Y9 taking the exam early. Pupils need to be at the best age cognitively for the subject matter. RK cautioned against going for the “quick fix”.

Cllr CB queried results of the full and short course at St Richard Gwyn. PL will put data in the annual report due Autumn.

Resolution (b) on page 6 – Cllr CB/PL: because of the issue at Hawarden High, PL will timetable a meeting with the data person in the school as well as in Flintshire. GwE now has someone in charge of data.

Cllr CB – Holywell High has not put any pupils in for exams. Current Head of RE at the school is retiring. New appointee, Gareth Williams is very committed and has been advised to attend the Heads of RE forums. It is hoped that a future SACRE meeting can be held at the new build Holywell High School.

Cllr CB said there is some concern re the hub at Deeside College. RE will now be offered, and there is going to be a meditation/prayer room and a part-time chaplain has been appointed. FE is not covered under the Act with regard to collective worship etc.

Minute number 26 – Urdd Eisteddfod 2016

RK reported on the excellent attendance at the Urdd Eisteddfod. Some of the religious dimension of the community and country was included.

RESOLVED:

That, subject to the amendments, the minutes be approved as a correct record.

4. ANALYSIS OF INSPECTION REPORTS

The Chair commented on how bland inspection reports have become. PL had prepared extracts and comments which are positive in relation to the development of young people in terms of their religious sense. PL told the meeting that Estyn are required to comment on pupils' Spiritual, Moral, Social and Cultural development. Estyn apologised re lack of spiritual comment in a previous report. The Chair remarked on the paucity of any remarks by Estyn in this area.

RESOLVED:

Cllr CB pointed out that, on page 11, the date of the inspection at Connah's Quay High should read Nov 2015.

5. SCHOOL TO SCHOOL COLLABORATIVE WORKING – LAUNCH EVENT

It was stressed how important it is that schools work together – cost effectiveness and time are the most important factors. PL would deliver a presentation re the forthcoming launch. LO has successfully used RE transition materials, and suggested that PL use this to assist with that. RK said how grateful SACRE is to PL for the quality of the material prepared by him.

SACRE Members were informed that GwE would be working with SACRE to provide opportunities for schools to work together supporting Religious Education and Collective Worship.

Members received a PowerPoint presentation on the School to School Collaborative Working Launch which would be held at St Mary's, Denbighshire on the 30th June, 2016 and St Giles, Wrexham on the 7th July, 2016.

The Challenge Advisor for GwE (CAG) provided a detailed summary of the PowerPoint presentation which included the following:-

- The wonderful world of RE.
- RE is a unique subject.
- Foundation Phase.
- Religious Education in the Foundation Phase.
- KS2/CA2.
- Levelling:-
 - What do they need to improve?
 - Where are they?
 - Where have they come from?
 - About their own experiences, the world around them aspects of religion
 - Beliefs, teachings and practices investigated
 - Importance of others
 - Their opinions
 - Opinions of others
 - Using vocabulary
- Lesson Ideas.
- Parable of the wise and foolish builders.
- Plenary quiz.
- What do you think:-

- Engaging with fundamental questions
- The facts:-
 - Exploring religious beliefs, teachings and practice(s)
- Responding to:-
 - Expressing personal responses

6. **WASACRE**

PL was thanked for attending WASACRE last week.

To receive the minutes of the last meeting of the Association

The minutes of the WASACRE meeting held on 8 March 2016 in Haverford West were accepted. PL pointed out that these WASACRE minutes are prior to the WASACRE meeting held in Denbighshire.

PL – spoke about WJEC and the new curriculum, and said that Lynda Maddocks has taken over for RE and GCSE. The specification has been agreed and used for England, but has not yet been passed for Wales, Lynda has given out some informal advice and this has been given to schools.

DATE AND TIME OF NEXT MEETING

7. **Date and time of next meeting**

Wednesday 5 October at 2 pm. Holywell Combined Primary and Secondary campus has been confirmed as the venue for the next meeting.

(The meeting started at 2.10pm and ended at 3.40pm)

.....
Chairman

Annual Report
of
Flintshire
Standing Advisory Council
for Religious Education

2015 - 2016

Foreword

The Role of the Standing Advisory Council for Religious Education:

The principal roles of SACRE are:

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

The Composition of SACRE:

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

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

There is also the right to co-opt members.

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Executive Summary

Topics/Issues:	Advice given:	Implemented By LEA:
RE: Agreed Syllabus	<ul style="list-style-type: none"> The agreed syllabus conference continues to be deferred on the advice of WASACRE, due to the current curriculum reform. 	✓
RE: Standards	<ul style="list-style-type: none"> Following consideration of Inspection Reports, schools are sent letters congratulating them for the good features. Results of the previous year's examinations for Religious Studies GCSE short course, full course and A level are presented and discussed. 	✓
RE: Choice of Teaching Materials	<ul style="list-style-type: none"> No formal guidance, but the additional support and guidance for the Agreed Syllabus includes reference to some teaching materials. Secondary schools were provided with a resource entitled 'Muslim footballers in the premier league.' 	✓
RE: Provision of ITT	<ul style="list-style-type: none"> No visits possible this year. 	
Collective Worship	<ul style="list-style-type: none"> Following consideration of Inspection Reports, letters be sent to schools congratulating them for the good features. 	✓
Other Matters: Local	<ul style="list-style-type: none"> SACRE has started to meet in schools. Members continue to discuss how best to monitor standards in schools The 'community links and local faith groups' case studies document has been completed and sent to all schools in the Local Authority SACRE has started to support school collaboration groups, developing materials and resources to support the teaching of RE. SACRE has started to support school collaboration groups, developing materials and resources to support the monitoring of RE. 	✓ ✓ ✓ ✓ ✓
Other Matters: National	<ul style="list-style-type: none"> Members receive regular updates of Estyn Inspection Reports or documents relating to RE and Collective Worship. Members be informed about developments and initiatives undertaken by DFES Skills. The SACRE maintain its membership of WASACRE, representatives attend and report back on the meetings of the association. WJEC analysis of Religious Studies examinations. WASACRE continues to ask SACRE's to evaluate and improve how they monitor and work with schools 	✓ ✓ ✓ ✓ ✓
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

Flintshire SACRE adopted the 'National Exemplar Framework for Religious Education for 3-19 year olds' as the Locally Agreed Syllabus for Flintshire in 2008. The framework continues to be the basis of the Agreed Syllabus in Flintshire. The Agreed Syllabus will be reviewed once the findings of the curriculum review are published.

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

In the summer term, training has been provided for a few schools who will continue to work collaboratively to develop resources supporting the Agreed Syllabus.

The planning document 'Comprehensive Guide to RE' and 'RE in the Foundation Phase', which complement the Agreed Syllabus, continue to be requested and used by schools.

ii. Standards

Examination results

The SACRE received details of the examination results for 2015

481 pupils sat the full course in 2015, 36 fewer than the year before. The full course results were below the national average, 53.2% compared to 75.0%, but were comparable with the previous year's figures.

875 pupils sat the short course in 2015, 422 fewer than the year before. The short course GCSE results were above national trends, the overall A*-C was 58.3%, 6.3% above the national results for all candidates, and a 6.7% increase on last year's local figures.

In 2015, 43 pupils sat an 'A' level in Religious Studies, 4 fewer than in 2014. For Advanced Level, the overall A* – C rate was 88%, 7% above the national average, but 10.6% below last year's 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 to Estyn's comments of a school's provision of SMSC. See part c Collective Worship - Monitoring provision - Inspection reports.

b. Methods of teaching

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

No advice has been given to schools regarding methods of teaching in 2014-15.

A small group of schools have met to work collaboratively during the summer term. The aim of this group is to develop curriculum resources that can be shared with all schools in the LA.

Choosing teaching resources

The SACRE does not formally advise schools in the matter of purchasing teaching resources, deeming this to be a matter for the schools themselves.

A presentation was received regarding a resource created by a WASACRE executive member based on Muslim football players in the premier league to support the engagement of boys and RE in Key Stage 3. The resource was sent to local secondary schools.

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.

c) Collective Worship

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 12 schools' inspection reports were analysed as follows:

<i>Positive Comments in quality indicators:</i>	<i>No of schools</i>
Key Question 1: How good is outcomes?	
Wellbeing	6
Key Question 2: How good is provision?	
Learning Experiences	11
Care support and guidance	11
Learning Environment	12
Key Question 3: How good is leadership and management?	
Partnership working	3

iii) Guidance Documents

Guidance documents created in previous years continue to be available to schools including 'A Comprehensive Guide to RE' and 'RE in the Foundation Phase'.

A small number of schools have worked collaboratively, and will continue to work together, to develop guidance for all schools in the LA on aspects of monitoring and curriculum planning.

iv) Resources recommended

The guidance documents referred to above contain references to resources valued and recommended or evaluated by serving teachers. In addition, advice is offered in response to specific requests. Also schools are informed of resources through the RE News which is available to all schools electronically, they also have access to the Welsh National Centre for RE resources at Bangor University and also the St Mary's Centre for RE.

Self-evaluation materials continue to be promoted and are available on the REQM website.

v) INSET for Collective Worship

No inset has been provided for Collective Worship in the current academic year.

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

No Determinations have been made.

3) Other Matters

a) Local

SACRE continues to conduct its meeting in schools.

SACRE commissioned the creation of a selection of case studies to promote good practice relating to local communities supporting Religious Education and Collective Worship. The resource has been emailed to all schools in the LA.

SACRE is supporting school to school collaborative groups that will develop curriculum and monitoring resources that will be shared with schools across the LA.

b) National

Members received a presentation created by WJEC explaining the key points from an analysis of the data from the GCSE and 'A' level examinations in Religious Education in 2015.

Members continue to receive presentations regarding the implications of the Donaldson Review on Religious Education and the development of the pioneer network.

(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. The Agreed Syllabus Conference has been postponed until DFES publishes its planned changes to the curriculum. WASACRE has met with Professor Donaldson to discuss RE's place in the current curriculum.

(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

Infant Headteacher
Dawn Westaway

Infant Headteacher
Yvonne Barker

Junior Classteacher
Ibad Hussain

Special School
Mrs L Harkin

c) County Councillors:

Cllr. R C Bithell
Cllr. C Legg
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

Challenge Adviser
Philip Lord

b) Number and dates of meetings

SACRE meetings:

5th October 2015

15th February 2016

5th July 2016

c) Organisations receiving the report

- DFES
- The report is available on the WASACRE website for interested organisations

TABLES OF EXAMINATION RESULTS
TABLAU O GANLYNIADAU ARHOLIAD

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

GCSE RESULTS 2015: ALL – RELIGIOUS STUDIES
CANLYNIADAU TAGAU 2015: PAWB – ASTUDIAETHAU CREFYDDOL

Schools / Ysgolion	Total Cyfanswm	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A*-C	% A*-G
Elfed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maes Hyfryd	1	0	0	0	0	0	0	1	100	0	0	0	0	0	0	0	0	0	0	100	100
Connah's Quay/Cei Conna	53	1	1.9	6	11.3	15	28.3	11	20.8	10	18.9	7	13.2	0	0	2	3.8	1	1.9	62.3	98.1
Flint/Fflint	99	1	1	6	6.1	8	8.1	19	19.2	17	17.2	19	19.2	21	21.2	6	6.1	2	2	34.2	98
St.Richard Gwyn	156	3	1.9	5	3.2	28	17.9	46	29.5	33	21.2	17	10.9	13	8.3	7	4.5	4	2.6	52.6	97.4
Hawarden/ Penarlag	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Holywell/ Treffynnon	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Castell Alun	82	24	29.3	23	28	23	28	5	6.1	5	6.1	2	2.4	0	0	0	0	0	0	91.4	100
Alun, Mold	25	3	12	7	28	10	40	4	16	1	4	0	0	0	0	0	0	0	0	96	100
Argoed																					
Maes Garmon	45	0	0	4	8.9	6	13.3	15	33.3	9	20	5	11.1	2	4.4	1	2.2	3	6.7	55.6	93.3
John Summers	20	1	5	2	10	1	5	11	55	4	20	1	5	0	0	0	0	0	0	75	100
St.David's /Dewi Sant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LA Totals Cyfanswm AALl	481	33	6.9%	53	11.0%	91	18.9%	112	23.3%	79	16.4%	51	10.6%	36	7.5%	16	3.3%	10	2.1%	53.2	97.9
All Wales Holl Cymru	11,167		11		19		24		20		9		7		4		3		2	75	98

Flintshire Schools Table 2: GCSE 2015: ALL – RELIGIOUS EDUCATION: SHORT COURSE
Ysgolion Sir y Fflint – TABL 2 CANLYDIADAU TGAU 2015 PAWB – ASTUDIAETHAU GREFYDDOL: CWRS BYR

Schools <i>Ysgolion</i>	Total <i>Cyfanswm</i>	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A*-C	% A-G
Elfed	82	4	4.9	6	7.3	13	15.9	14	17.1	17	20.7	18	22	6	7.3	3	3.7	1	1.2	45.7	98.8
Connah's Quay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Flint	57	4	7	8	14	18	31.6	15	26.3	5	8.8	3	5.3	2	3.5	1	1.8	1	1.8	78.9	98.2
St.Richard Gwyn	2	-	-	-	-	-	-	-	-	-	-	1	50	-	-	-	-	1	50	50	50
Hawarden	179	12	6.7	11	6.1	27	15.1	52	29.1	24	13.4	23	12.8	15	8.4	10	5.6	3	1.7	57	97.2
Holywell	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Castell Alun	120	4	3.3	17	14.2	39	32.5	26	21.7	17	14.2	9	7.5	3	2.5	2	1.7	3	2.5	71.7	95.5
Alun,Mold	234	47	20.1	30	12.8	36	15.4	38	16.2	13	5.6	20	8.5	16	6.8	19	8.1	15	6.4	64.5	93.6
Aberdare	109	0	0	7	6.4	33	30.3	30	27.5	17	15.6	16	14.7	4	3.7	1	0.9	1	0.9	64.2	99.1
Maes Garmon	47	0	0	0	0	1	2.1	4	8.5	10	21.3	15	31.9	11	23.4	4	8.5	2	4.3	10.6	95.7
John Summers	45	0	0	2	4.4	6	13.3	6	13.3	15	33.3	7	15.6	7	15.6	1	2.2	1	2.2	31.1	97.8
St.David's Saltney	80	2	2.5	5	6.3	17	21.3	13	16.3	20	25	11	13.8	5	6.3	6	7.5	1	1.3	46.3	98.8
TEA Totals <i>Cyfanswm AALL</i>	875	71	8.1	81	9.3	173	19.8	185	21.1	118	13.5	112	12.8	64	7.3	41	4.7	28	3.2	58.3	100
<i>All Wales</i> <i>Holl Cymru</i>	10,098		4		10		17		21		14		12		9		6		7	52	93

Flintshire Schools –TABLE 3
Ysgolion Sir Y Fflint – TABL 3

GCE ADVANCED LEVEL RESULTS 2015– ALL -RELIGIOUS STUDIES
- CANLYNIADAU SAFON UWCH 2015 – PAWB ASTUDIAETHAU CREFYDDOL

Schools <i>Ysgolion</i>	Total <i>Cyfanswm</i>	A*	%	A	%	B	%	C	%	D	%	E	%	U	%	% A*-C	% A-E
Elfed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Connah's Quay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Flint	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St.Richard Gwyn	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hawarden	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Holywell	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Castell Alun	25	1	4	3	12	13	52	5	20	3	12	0	0	0	0	88	100
Alun,Mold	15	1	6.7	6	40	3	20	3	20	1	6.7	1	6.7	0	0	87	100
Argoed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maes Garmon	2	0	0	1	50	1	50	0	0	0	0	0	0	0	0	100	100
John Summers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St.David's Saltney	1	0	0	0	0	1	100	0	0	0	0	0	0	0	0	100	100
LEA Totals <i>Cyfanswm AALL</i>	43	2	4.7	10	23	18	42	8	19	4	9.3	1	2.3	0	0	88	100
<i>All Wales Holl Cymru</i>	1444		4		19		31		27		14		5		0	81	100

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Analysis of Inspection Reports Flintshire SACRE

Autumn 2016

(Reports published in the summer term)

8 Schools

School	Dates	Reporting Inspector
Gwernymynydd C.P. School	June 2016	Richard Lloyd
Ysgol Bryn Deva	June 2016	Edward Goronwy Morris
Sealand C.P. School	May 2016	Mervyn Lloyd Jones
St Richard Gwyn R.C. High School	May 2016	Mr John Frederick Thomas
Mold Alun School	April 2016	Mamta Arnott
Golftyn C.P. School	April 2016	Richard Hawkley
St Winefride's R.C. School	March 2016	Mr Richard Lloyd
Ysgol Maesglas, Greenfield	March 2016	Richard Hawkley

POSTIVE COMMENTS

Current Performance

- The strong emphasis on care, support and guidance that is at the heart of the school's ethos has a beneficial impact on many aspects of pupils' wellbeing and personal development. (St Richard Gwyn)
- The school places a high priority on the care support and guidance it gives to pupils. The school is an inclusive and welcoming community that values all pupils equally. (St Winefride's)

Key Question 1: How good are standards?

Wellbeing

- Many pupils take an active role in a number of community activities and take pride in the opportunity to participate in local events. A good example is the school's involvement with the local senior citizens group and church. This helps pupils to gain a greater awareness of what goes on in their community. (Sealand)
- Nearly all pupils understand and respect people from other backgrounds. Many contribute successfully to the life of the community, for example by helping to organise events such as a Christmas party for the elderly. Many pupils show an exemplary level of care and concern for others, in particular through their extensive and highly-valued charity work. (St Richard Gwyn)

- Most pupils participate well in a wide range of community and charitable projects, for example supporting the local food bank and working with local businesses to enhance the school garden. This helps them to develop strong social and life skills. (Mold, Alun)
- Many older pupils take on additional responsibilities well, for example in their role as play leaders at break times and hall monitors during collective worship. (St Winefride's)

Key Question 2: How good is provision?

Learning Experiences

- The school provides a suitable range of exciting and engaging topics that meet National Curriculum and religious education requirements well. (Gwernymynydd)
- All teachers promote pupils' awareness of and global citizenship successfully. The school ensures that pupils develop a secure understanding of other cultures, for example by studying other countries such as Brazil. (Gwernymynydd)
- Education for global citizenship is well established. Teachers provide good opportunities through topic work and religious education for pupils to develop their understanding of different cultures and their role as global citizens. (Bryn Deva)
- There are effective arrangements in place that allow staff to plan together regularly and they collaborate successfully to ensure that provision fully meets the requirements of the Foundation Phase, the National Curriculum and religious education. (Sealand)
- Teachers have integrated the provision to develop pupils' understanding of global citizenship successfully across the curriculum. Lessons on other countries and the school's 'International Day' event provide pupils with worthwhile opportunities to learn about other cultures and traditions. (Sealand)
- The curriculum at all key stages is broad and balanced and meets statutory requirements. (St Richard Gwyn)
- Pupils gain a secure understanding and appreciation of global citizenship and sustainability. They develop their awareness through relevant subject areas, assemblies, the personal and social education programme and the international links that the school has established. (St Richard Gwyn)
- There are valuable trips, assemblies and a wide range of events that successfully develop pupils' understanding of global citizenship. For example, pupils contribute to work locally to support refugees, and each house has beneficial and longstanding links with other countries, including Brazil, Sri Lanka, China and Patagonia. (Mold, Alun)
- The school provides an extensive range of challenging and stimulating learning experiences, which enthuse pupils and meet all statutory requirements. (Golftyn)
- There are a range of worthwhile opportunities to allow pupils to develop their understanding of global citizenship through learning about other countries and religions. (Golftyn)

- Special events such as ‘Global Citizenship Week’ and topic work in religious education support pupils to develop a good awareness of other cultures and faiths. (St Winefride’s)
- Pupils learn about the wider world through beneficial studies of other countries by, for example, comparing life in Wales with that in Cyprus, India and Kenya. (Maesglas)

Care, support and guidance:

- Daily acts of collective worship provide purposeful opportunities for children to reflect on their values and to develop their spiritual awareness appropriately. (Gwernymynydd)
- The staff use their detailed knowledge of the local area and the families whose children come to the school to promote pupils’ spiritual, moral and cultural development very successfully. Daily acts of collective worship reinforce the school’s values very successfully and provide valuable opportunities for pupils to reflect on the world around them. (Bryn Deva)
- Promoting pupils’ spiritual, moral, social and cultural development successfully is an integral part of the school day. (Sealand)
- The highly-effective personal and social education programme contributes particularly well towards pupils’ social, moral and cultural development. Pupils’ spiritual development is a particularly strong feature of the school’s work. Key stage 3 pupils attend a retreat at Pantasaph Friary. (St Richard Gwyn)
- The school has comprehensive programmes to enhance pupils’ social, cultural, spiritual and moral development through its house structure, and the personal and social education programme. (Mold, Alun)
- The school provides many beneficial experiences for pupils to develop their spiritual, moral, social and cultural understanding well. Visiting speakers and visits to, for example, local places of worship provide pupils with invaluable opportunities to broaden their understanding of different beliefs, values and cultures. These play a significant role in developing pupils that are tolerant of others. (Golftyn)
- The school places a high priority on the care support and guidance it gives to pupils. It provides worthwhile opportunities to develop pupils’ spiritual, moral, social and cultural understanding. (St Winefride’s)
- Pupils have many opportunities to develop their understanding of moral and social issues. The school promotes pupils’ cultural development well through a range of visits and visitors. Learning within the curriculum and acts of collective worship provide beneficial opportunities for pupils to reflect and to develop their spiritual awareness appropriately. (Maesglas)

Learning Environment:

- School assemblies and learning experiences ensure that pupils develop positive attitudes towards recognising and respecting diversity. (Gwernymynydd)
- There is a clear emphasis on recognising, respecting and celebrating the diversity of pupils’ backgrounds and within society as a whole. (Bryn Deva)

- There is a clear emphasis on recognising and celebrating diversity and creating an ethos where respect towards one another is a core value. (Sealand)
- Through its Catholic ethos and clearly-stated mission statement, the school promotes a positive and fully inclusive learning environment, which is based firmly on mutual respect. (St Richard Gwyn)
- The school promotes the importance of fair treatment, tolerance and equality well. (Maesglas)

Key Question 3: How good are leadership and management?

Leadership

- The headteacher is successful in promoting his vision for the school based on nurturing its Catholic ethos. (St Richard Gwyn)

Partnership Working

- Many pupils participate enthusiastically in local events, such as summer and Christmas fayres and in the Remembrance Day service. (Gwernymynydd)
- Links with local businesses, churches and voluntary organisations are successful. These have contributed well towards improving the range of resources and expertise available to the school. (Sealand)
- Links with the community church and local residents help to improve community cohesion and develop the spiritual dimension of the curriculum. (Golftyn)
- Effective links with the parish, local industry and visitors to school develop the learning opportunities for pupils and their knowledge of the local community. (St Winefride's)