

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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Executive Summary		
Topics/Issues:	Advice given:	Implemented By LEA:
RE: Agreed Syllabus	<ul style="list-style-type: none"> The Agreed Syllabus and Comprehensive Guide for RE are continuing to be used in schools to inform their planning and preparation. 	✓
RE: Standards	<ul style="list-style-type: none"> Following consideration of Inspection Reports, schools be sent letters congratulating them for the good features and offering the services of the Senior Learning Adviser RE or School Improvement Officers in addressing issues; Following consideration of Supportive Review Visits, schools be sent letters congratulating their good features and offering the services of the Senior Learning Adviser RE or School Improvement Officers in addressing any areas for development. 	✓ ✓
RE: Methods of Teaching	<ul style="list-style-type: none"> The additional guidance and support for the Agreed Syllabus to include guidance on teaching and learning; advice on methodology included in visits to schools by the Senior Learning Adviser RE. 	✓
RE: Choice of Teaching Materials	<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. Good practice and sharing forums have provided resources, showcased and shared across primary RE coordinators. The creation of a county publication called 'RE in the foundation phase' has also been recommended and sent to all schools in Flintshire, training on the use of the document has also been offered to all schools. 	✓ ✓ ✓
RE: Provision of ITT	<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 and offering the services of the Senior Learning Advisor RE or School Improvement Officers to address any issues. • Collective worship training has been given to NQT's and offered to schools. 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>
Other Matters: Local	<ul style="list-style-type: none"> • 'RE in the foundation phase' continues to be used across Flintshire. It is available to all schools electronically. • The Comprehensive Guide to RE is available to all schools in an editable electronic version. • An RE, literacy and Numeracy competition has enabled the creation of a resource to inspire good practice in schools • Sponsored walk for REC bought together members from 3 SACRE's 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>
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; • The SACRE maintain its membership of WASACRE and that representatives attend and report back on the meetings of the association. 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</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"> To improve provision for global citizenship 	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:

17th October 2012

6th March 2013

3rd 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 ARHOLIAD*

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/ <i>Cei Conna</i>	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/ <i>Fflint</i>	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/ <i>Penarlag</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Holywell/ <i>Treffynnon</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Castell Alun	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 <i>/Dewi Sant</i>	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
LEA Totals <i>Cyfanswm AALL</i>	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
<i>All Wales Holl Cymru</i>	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 <i>Ysgolion</i>	Total <i>Cyfanswm</i>	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% <i>A*-C</i>	% <i>A-G</i>
Elfed	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 <i>Cyfanswm AALL</i>	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
<i>All Wales Holl Cymru</i>	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</i> <i>Holl Cymru</i>	1690	50	3.0	299	17.7	568	33.6	443	26.2	223	13.2	78	4.6	29	1.7	80.4	98.3