

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) held in the Council Chamber, Russell House, Rhyl on Friday, 5th July, 2002 at 10.00 a.m.

PRESENT

Representing Denbighshire County Council

Councillors S. Drew, K.N. Hawkins, D. Jones, M.M. Jones and W. Roberts

Representing the Denbighshire Teachers' Joint Negotiating Committee

Mrs. M.B. Lloyd (Chair), M. Barros-Curtis and Sister Elizabeth

Representing Religious Denominations

T. Bryer, M. Colbert, H. Ellis, S. Harris, J. Gibson and J. Kirkham

Co-opted Members

T. Ap Sion (substitute for the Rev. Prof. L.J. Francis)

ALSO PRESENT

Inspector/Adviser R.E., Corporate Director Lifelong Learning and Administrative Officer (K.E. Jones)

APOLOGIES FOR ABSENCE WERE RECEIVED FROM

Mrs. M. Evans and Parch. John Owen

1. SILENT REFLECTION

The Chair offered a few minutes silent reflection at the commencement of the meeting.

2. WELCOME

The Chair welcomed members to the meeting and introduced Adam France from Rhyl High School who was in attendance as an observer as part of his work experience placement with the Council. The Chair also reported upon the resignation of Mrs. Carolyn Thomas as a teacher representative on SACRE and paid tribute to her service on the Council and her valuable contribution to debate. It was agreed that a letter be sent to Mrs. Thomas echoing those sentiments and conveying the Council's appreciation and best wishes. The Chair also advised that the DTJNC had been invited to nominate a representative to replace Mrs. Thomas on the Council and would consider that nomination at their September meeting.

3. URGENT MATTERS

In accordance with the requirements of Section 100B(4) of the Local Government Act 1972, the Chair declared that she intended to include for discussion the following matter requiring urgent attention:-

Curricular Support Service - Joint Working Arrangements

The Chair indicated her consent to consider this item before any other business and welcomed the Corporate Director Lifelong Learning to the meeting and invited her to speak on this matter.

The Corporate Director Lifelong Learning advised members of a recent survey of the existing joint arrangements for curricular support services shared between Denbighshire and its neighbouring authorities of Conwy, Flintshire and Wrexham and reported upon the subsequent implications of that review on the delivery of curricular services to schools in those areas. She indicated that Wrexham had been considering alternative ways of service delivery involving withdrawing from the existing joint arrangements. The Corporate Director paid tribute to the work undertaken by the Inspector/Adviser RE in serving the four local authorities and assured members that his service to Denbighshire and Denbighshire SACRE would continue. She further advised that the County Council would be considering the implications of this change to the shared working arrangements in September, 2002.

The Chair thanked the Corporate Director Lifelong Learning for her verbal report and expressed her disappointment over the possibility that Wrexham may withdraw from the existing joint arrangements but was pleased to note that Denbighshire's service would continue through the Inspector/Adviser RE.

RESOLVED that the verbal report by the Corporate Director Lifelong Learning be received and noted.

At this juncture Councillor D. Jones referred to his recent attendance at a recital at St. Asaph Cathedral and expressed his pride in hearing young people from Denbighshire schools speaking of their Christian faith. He commented that the majority of children did not attend places of worship and emphasised the importance of young people having the opportunity to join Christian Groups in schools. The Inspector/Adviser RE expressed his regret at not being able to attend the event at St. Asaph Cathedral through insufficient advance notice, but advised that it was to be an annual event in which he hoped to take part in the future. Whilst recognising that the role of SACRE did not extend to the provision of Religious Education outside schools, members hoped that Religious Education would be continued by parents, in the home and in other places of worship.

4. MINUTES

The Minutes of the meeting held on 31st January, 2002 (previously circulated), as approved by the County Council on 26th March, 2002 were submitted.

In considering the Minutes members noted that the page numbers of the Welsh and English Minutes did not match but acknowledged that the page numbers in both the Welsh and English Minute Books needed to run consecutively and could not be altered. The Corporate Director Lifelong Learning reported that the translation issue was currently under review.

Matters Arising:-

Item No. 1210 - Minutes: Item No. 656 - Draft Annual Report: Translation Issue - The Inspector/Adviser RE indicated that he had brought copies of the final Annual Report for Denbighshire SACRE 2000 - 2001 and he encouraged members to take a copy at the end of the meeting.

Item No. 1210 - Minutes: Item No. 657 - Wales Association of SACREs: Early Years Curriculum - The Inspector/Adviser RE read out a letter received from ACCAC in response to SACREs representations for the inclusion of RE and Spiritual Development with the early years curriculum. ACCAC had acknowledged SACREs concerns and indicated that the issue was to be addressed in the review of this part of the curriculum, and in the light of decisions from the National Assembly.

Item 1212 - Wales Association of SACREs - (a)(iii) Welsh Medium Provision - The Chair reported upon a meeting between officers of the Association and Trinity College, particularly referring to the introduction of a new bilingual course involving English lectures and Welsh tutorials for Welsh students. She advised that, providing sufficient number of Welsh students enrolled on the course, it would also be possible to offer the delivery of lectures through the medium of Welsh.

Councillor D. Jones advised that the National Assembly had discussed teaching Welsh to children in nursery classes because young children could learn languages very quickly and he confirmed that he had been approached by parents in that regard.

RESOLVED that the minutes be received.

5. DELEGATION TO THE NATIONAL ASSEMBLY

The Inspector/Adviser RE verbally reported that a delegation from the Executive Committee of WASACRE had visited Ms. Jane Davidson, Assembly Minister for Education and Lifelong Learning on 8th May, 2002. The Inspector/Adviser RE advised members of the main topics of discussion at that meeting and particularly referred to the following points:-

- (i) Circular 10/94 - the Minister explained that a revised version of the circular was unlikely because there were many other circulars requiring revision which had been given a higher priority; however, she had agreed that clarification of certain aspects was possible and those aspects would be explored in more detail, and welcomed the input of the Associations in this matter;
- (ii) Recruitment, Supply and Training of Teachers - the Minister acknowledged the shortage of specialist teachers in RE but advised that there were other subjects with greater recruiting problems; she also noted that the current practice of offering a bursary for teacher training had not been effective and suggested other ways of addressing that issue including the reduction of student loan debt for those teachers who completed a certain amount of time in the profession;
- (iii) Resourcing of RE (particularly Welsh medium resources) - the Minister acknowledged the need for resources and advised that she was already looking at ways of speeding up the process with ACCAC in the production of Welsh medium resources;
- (iv) Support for RE and SACREs - with regard to the lack of RE Advisory Support in Wales the Minister recognised the deficiencies in curriculum support and confirmed that she was exploring ways of improving the provision of curriculum support in all subject areas; she also suggested that WASACRE discuss with the Local Government Association the matter of additional funding for RE support and the work of SACREs;
- (v) Post 16 Education - in discussing the anomalies of post-16 education the Minister advised that RE would remain a statutory subject and there was no possibility of Wales adopting a different standpoint from that of England, and
- (vi) Provision of Bilingual Support Materials - in response to a request for funding for such materials the Minister indicated that the Assembly did not fund publications of any kind.

In conclusion, the Inspector/Adviser RE was pleased to report that the meeting had been a very positive experience and Ms. Davidson had invited the delegation to return for an annual visit. The Chair reported that the officers of WASACRE had been impressed with the Minister's level of awareness and understanding of RE in the curriculum and looked forward to their next meeting.

RESOLVED that the verbal report by the Inspector/Adviser RE be received and accepted.

6. INSET PLANS 2002 - 2003

The Inspector/Adviser RE submitted details of the Religious Education Inset Programme for 2002 - 2003 in both primary and secondary courses (previously circulated) for members' information.

The Inspector/Adviser RE proceeded to take members through the inset programme, briefly outlining the course content of the various sessions, and responded to members questioning thereon. Members were also advised of the courses provided by the RE Association over the last twelve months and the proposals for the next academic year including initiatives such as 'Christianity on offer' to enhance the delivery of RE and a 'Pupil Experience Day' involving workshops at St. Asaph Cathedral culminating in an act of worship.

Members noted that the Inspector/Adviser RE would be the main provider of the courses detailed in the inset programme. The Inspector/Adviser RE advised of the significant costing implications for schools if outside providers were used.

During the ensuing debate members discussed the carrying out of risk assessments as part of the new health and safety regulations and the subsequent implications for schools. The Chair advised that the onus was on the school management to ensure compliance with the new regulations. Members also discussed the possibility of visiting schools and attending inset training as part of their role on Denbighshire SACRE. The Inspector/Adviser RE confirmed that members would be welcome to attend at a particular inset course subject to there being available places and a small charge would be made to cover the cost of refreshments. With regard to members visiting schools, the Inspector/Adviser RE advised that a visit could be arranged providing there was a clear purpose for the visit which should be arranged through him beforehand.

***RESOLVED** that the Religious Education Inset Programme for 2002 - 2003 be received and noted.*

7. NEW EXAMINATIONS SPECIFICATIONS IN RELIGIOUS STUDIES

The Inspector/Adviser RE submitted the new examinations specifications in Religious Studies (previously circulated) for members' consideration. The Inspector/Adviser referred to the vast changes in the RE syllabus over the last few years and briefly outlined the specification details including course content and method of examination and assessment for GCSE, AS/Advanced Levels and Entry Level Certificate. He particularly referred to the following points:-

- GCSE Religious Studies - there were two specification of GCSE each allowing a full course and a short course; the full courses in either specification could also be carried out over two key stages: 1 short course in years 10 and 11 and the second in years 12 and 13;
- AS/Advanced Religious Studies - two specifications consisting of Advanced Subsidiary (AS) and Advanced (A2); AS Levels could be taken in their own right or they could be taken as 'part one' of the Advanced Level qualification, and
- Entry Level Certificate (COEA) - two specifications designed for lower-attaining candidates, i.e. those not typically reaching Level 3 of the National Curriculum; WJEC main provider for certificate.

The Chair thanked the Inspector/Adviser RE for his clear explanation of the course content and assessments following which is was:-

***RESOLVED** that the new examination specifications be received and noted.*

8. WALES ASSOCIATION OF SACRES

(a) ACCAC Symposium - 27th April, 2002

The Chair verbally reported on the Symposium held in association with ACCAC on 27th April, 2002 at Llanidloes Primary School to consider the role and status of RE Agreed Syllabuses. Delegates had been welcomed by the Chair of ACCAC and a presentation had been made by Rheinallt Thomas following which discussion groups had been formed to consider particular questions. The main points and recommendations made by those discussion groups would be published in a report. In conclusion the Chair was pleased to report that the Symposium had been extremely productive and beneficial to all delegates.

***RESOLVED** that the verbal report on the Symposium by the Chair be accepted.*

(b) Next Meeting of the Association - 12th July, 2002

The Chair reported that the Annual General Meeting of the Association would be held on Friday, 12th July, 2002 in Swansea. The Inspector/Adviser RE advised that the current Vice-Chair of WASACRE, Mrs. Mairwenna Lloyd, would become Chair of WASACRE at that meeting. Members acknowledged the privilege of one of Denbighshire SACRE members holding such a position at national level and conveyed their best wishes to Mrs. Lloyd in the undertaking of her new role.

(c) WASACRE - 7th February, 2002

The Chair, also Vice-Chair of WASACRE, verbally reported upon the last meeting held on 7th February, 2002 in Torfaen (but hosted by Monmouthshire) as follows:-

- (i) 'Religious Education Post - 16' - Mr. Tudor Thomas had presented the changes in post-16 education and outlined the new terminology regarding the specification and provided details of the background, structure and content of the GCSE full and short courses and the new AS/A2 Religious Studies Course. Mr. Paul Matthews-Jones had presented some of the ways that RE could be delivered in post-16 education and ways to stimulate pupils' interest and encourage them to explore their own beliefs, and
- (ii) 'The Biblos Project' - Professor Copley had been invited to address the Association on the Biblos Project. He had indicated that if the Bible was taught well the pupils would be keen to engage with the narrative and he emphasised the importance of pupils being given the opportunity to think for themselves.

The Chair referred to the inserts in the RE news detailing the presentations made during the meetings of the Association and emphasised their importance as a valuable and effective resource for schools. The Chair suggested that a letter be sent to all Denbighshire's schools drawing their attention to the inserts which could be retained and used as a professional file for teaching staff. Members agreed with that suggestion and it was:-

RESOLVED that:-

- (a) *the verbal report by the Chair be accepted, and*
- (b) *a letter be sent to Denbighshire's schools drawing their attention to the inserts in the RE news with request that the inserts be retained and used as a professional resource file for teachers.*

9. COLLECTIVE WORSHIP RESOURCES: NEW MATERIALS

The Inspector/Adviser RE sought members' views on samples of The Primary Assembly File and The Secondary Assembly File (previously circulated) provided by pfp publishing ltd for use in the planning and delivering of collective worship.

The Inspector/Adviser RE advised that he had spoken to the Marketing and Sales Manager at Pfp Publishing Ltd who had indicated that he would be prepared to reduce the subscription fee if schools booked through the local education authority. However, the materials from Pfp publishing would only be available in English. ACCAC were currently working on projects to produce bilingual resources but could not confirm when those materials would be available. Members were also advised of other providers of such material including internet providers. Although the internet materials were less detailed, they were available free of charge. The Inspector/Adviser RE displayed sample material from internet providers and other resources should members wish to inspect those further.

During the ensuing discussion members felt that schools should be encouraged to enhance their provision and should be made aware of the offer from Pfp Publishing Ltd, plus all of the other material available for use by the other providers. It was also suggested that a letter be sent to ACCAC to request an update on the collective worship project. In response to that suggestion, Tania Ap Sion, representative from the Wales National Centre for RE, advised that it could be two years before those resources from ACCAC became available. With regard to bilingual provision the Inspector/Adviser RE advised that ACCAC had discussed the possibility of translation with Pfp Publishing Ltd but the issue of

who would bear the translation costs had not been possible to resolve. In discussing the translation issue members acknowledged that stories and poems did not necessarily translate and provide the correct ambience.

A member referred to the National Eisteddfod held in Denbigh last year when a competition had been held to prepare a book for worship within schools and she suggested the possibility of arranging publication of the winning book for use as a resource in schools. The Inspector/Adviser RE confirmed that he would look into that matter and report back to the Council thereon.

As an additional measure to enhance provision, the Inspector/Adviser suggested arranging an Inset day on collective worship and members fully supported that proposal.

RESOLVED that the Inspector/Adviser RE contact Denbighshire's school with details of the offer from Pfp Publishing Ltd plus details of all the other material available for use by other providers.

10. INFORMATION ITEMS

- (a) The Inspector/Adviser RE referred to the document 'Cwricwlwm Cymreig' and confirmed that permission had now been granted to reproduce the document for schools. He advised that, once the final version of the document had been produced, he would arrange for its collation and distribution to schools.
- (b) The Inspector/Adviser RE reported that new guidance on the assessment of RE in relation to the new national levels adopted was being produced. It was hoped that the guidance document would be available for the first round of inset provision in September and copies would be made available to SACRE members as soon as possible.
- (c) The Chair reminded members that the next meeting of the Denbighshire SACRE would be held at 10.00 a.m. on Thursday, 17th October, 2002 at the Council Chamber, Prestatyn and that the current Vice-Chair, Parch John Owen, would be inaugurated at that meeting. The Inspector/Adviser RE reminded members that nominations for Vice-Chair at the next meeting would be sought from the elected member representatives.

The Chair thanked the Inspector/Adviser RE for the work he had undertaken on behalf of the Council and thanked the Clerk to the SACRE and members for their attendance at the meeting.

The meeting concluded at 11.50 a.m.

Agenda Item No. 4

**The Annual Report
of the
Denbighshire standing Advisory Council
for Religious Education**

2001 – 2002

(a) The Agreed Syllabus

Following the successful development of the Revised Agreed Syllabus, members were pleased that the joint working group was able to continue its meeting, funded partly by the St Gabriel's Trust, and produced Supplementary Guidelines to the Agreed Syllabus. These consisted of Planning Sheet Proformas, together with worked examples of lesson plans for Advent and Christmas, and Passover, from Key Stage 1 through to Key Stage 4. An outline framework for Early Years, relating the ACCAC Desirable Learning Outcomes to the Agreed Syllabus was also included, but it had been decided to hold further development of it in view of the proposed revising of the Early Years Curriculum by ACCAC.

The Working Group also continued preparing the Guidance on Assessment in RE pack, which was to include general guidance on Assessment in RE, together with helpful clarification of the Levels in relation to the Agreed Syllabus requirements, exemplification of standards using children's work (annotated against the Level Descriptions), and models of recording achievement in RE.

It was hoped that the pack would be distributed before the end of the summer term, otherwise it would be provided – in conjunction with INSET for teachers – at the start of the autumn term. Schools were also informed of the pending Optional Assessment Materials for RE being produced from ACCAC.

Members were also pleased to hear that the RE Handbook produced by Conwy LEA was to be amended to apply to the Denbighshire Agreed Syllabus, and that Conwy schools were to also receive copies of the Denbighshire/Flintshire/Wrexham Supplementary Guidance materials suitably amended for their Agreed Syllabus.

It was hoped that this level of support for teachers would be able to be maintained through the activities of the Joint Teachers' Working Group, subject to continued funding and opportunity.

(b) Standards in Religious Education

Unusually, this year for SACRE had no Inspection Reports for consideration. There were few schools Inspected during the early part of the year, and it had not been possible to analyse the reports of those schools in the later part of the year in time for the SACRE meetings. In consequence these had been put into the Autumn Term meeting.

However, a detailed table of examination results (Appendix 1) was reviewed and discussed by SACRE. Members had been pleased that the number of candidates at GCSE had risen by some 28 pupils, but disappointed that the percentage of A* - C grades had decreased by almost 10%, to 49.2%. Overall the results had been disappointing and individual schools and departments would be investigating the reasons for the lower performance rate. Overall the largest drop in performance had been by boys (18% reduction), and the girls' performance had also dropped by 5%.

In the GCSE Short Course, numbers had increased again by a further 167 candidates, and the figures were pleasing with a 66.2% A* - C, which was 4% above the national average.. Members were pleased that this new course was proving popular and successful.

At A Level, the number of entries had been maintained, and members were delighted that the percentage of A – C grades increased in all four schools with such entries, leading to an LEA result of 85.7% - significantly above the national average. Numbers of course were small, with a total entry of just 14 candidates.

At COEA entries, the results had continued to be creditable, with a 100% pass rate and a total of 57 candidates.

In discussing the results, members were conscious of the vast changes to courses that secondary schools had been faced with in recent years. As a result, members were given an appraisal of the main courses and their content in diagrammatic form, to assist SACRE in being aware of the content of the new courses. Consideration also extended to the issue of staffing RE in high schools, and the effects of using non-specialist staff in the delivery of RE lessons and RS examination classes.

(c) Collective Worship/SMSC Development

Again, the non-availability of Inspection Reports during the period prevents any comment on provision.

However, in consideration of the pressure on schools in providing daily acts of collective worship, SACRE agreed to the LEA negotiating a reduced subscription to PfP Publishers for its schools, and in appraising schools of the availability of resources for collective worship, including some websites with quality materials.

Members were also informed that ACCAC had a project in hand on Collective Worship.

(d) INSET Provision

A programme of courses was provided for teachers, and had been devised in response to the needs identified in information collected by the LEA GEST officer, the priorities identified by schools themselves, the Inspector/.Adviser RE, and as suggested by local and national initiatives.

As usual, advice on methods of teaching and on resources were a substantial part of INSETs, as well as during visits to schools by the Inspector/Adviser RE.

Familiarisation with the Revised Agreed Syllabus (Primary)

26th and 28th September 2001

Provider: Gavin Craigen, Inspector/Adviser RE

9 Denbighshire schools participated
(Course shared across 3 LEAs in North East Wales)

Heads of RE Consultation and Sharing Day (Secondary)

27th September 2001

Leader: Gavin Craigen, Inspector/Adviser RE

7 Denbighshire schools participated
(Course shared across 4 LEAs in North East Wales)

How to be an Effective Primary RE Co-ordinator

5th and 20th February 2002

Provider: Gavin Craigen, Inspector/Adviser RE

5 Denbighshire schools participated
(Course shared across 4 LEAs in North East Wales)

Using and Developing Key Skills in RE (Key Stage 3 & 4)

15th March 2002

Provider: Lat Blaylock, Executive Officer, Professional Council for RE

7 Denbighshire schools participated
(Course shared across 4 LEAs of North East Wales)

In addition, in co-operation with the RE Association of Teachers, the following additional ‘twilight sessions’ were also offered:

Articles of Faith (Secondary) [*]

3rd and 4th October 2001

Providers: Leslie and Christine Howard, Articles of Faith

3 Denbighshire schools participated
(Course shared across 4 LEAs of North East Wales)

Religion in Evidence (Primary) [*]

10th and 11th October 2001

Providers: Peter Else, Religion in Evidence and Gavin Craigen, Inspector/Adviser RE

5 Denbighshire schools participated
(Course shared across 4 LEAs of North East Wales)

[] These two sessions were two days of open exhibitions – for teachers (of any phase) to view artefacts and discuss their issues with the providers – and a twilight INSET session for the phase as stated.*

The CD Rom “Christians” and Its Potential in the Classroom

25th February 2002

Provider: David Sutton Jones, of REACT Multimedia

7 Denbighshire Schools participated
(Course shared across 4 LEAs of North East Wales)

Visiting the Islamic Cultural Centre, Rhyl, with School Groups

23rd April 2002

Providers: The Muslim Community at the Centre

12 Denbighshire schools participated
(Course shared across 4 LEAs of North East Wales)

The list above does not include INSET sessions conducted at individual schools or consortia of schools as arranged with the Inspector/Adviser directly.

(e) Other Issues

1. Resources

During the course of the year a number of discussions centred around resources for RE and Collective Worship.

(i) Members had discussed and sought further information on the Luke Project, and although it is understood to have progressed, nor further information or support from SACRE had been provided or requested. Members agreed to advise schools of its existence once the material had been made available.

(ii) Following an approach by representatives of Christian churches in the region, copies of the video and accompanying booklet Jesus: Man of the Millennium, had been donated to the LEA for distribution to every school in the LEA. (Welsh versions of the video were provided to Welsh medium and bilingual schools).

(iii) Consequent to the presentation by the National Advisory Panel for RE to the Wales Association of SACREs, the document, Religious Education and Personal and Social Education, was reprinted and distributed to every school in the LEA.

2. ACCAC

Members discussed the final version of the Review of Agreed Syllabus document, although it was published after the Agreed Syllabus. It had been pleasing to note that the working group, following the guidance from SACRE after its discussion of the draft version of the ACCAC document, had incorporated many features of its advice into the Agreed Syllabus.

Members received and considered the Review of Annual SACRE Reports 1998 – 1999 and 1999 – 2000. Again, members were delighted to see mention of Denbighshire in commendatory way in a number of sections.

SACRE had requested a letter to the Chief Executive of ACCAC concerning the importance of ensuring the inclusion of RE and spiritual and moral development in any revision of the Early Years Curriculum, as well as seeking clarification of the legal requirements for RE at pre-national curriculum ages as stated in the ACCAC Review document. A reply had been received stating that the new Early Years curriculum would address the issue of RE and spiritual/moral development, and that RE was required to be provided to all pupils registered at a school, regardless of age.

Members had agreed to the Working Party's suggestion to hold further development of the Early Years guidance from the Agreed Syllabus until the new orders from ACCAC were available.

3. WASACRE

The SACRE continued its membership of the Association and received papers and reports at each meeting.

Copies of the presentations to WASACRE from NAPFRE, including the RE and PSE document, and also the Varied Teaching and Learning Approaches materials had been made available to schools in the LEA. Members were commendatory about the quality of these presentations, and representatives attending had made this clear to WASACRE.

Members had also taken particular interest in WASACREs discussions with Trinity College Carmarthen over the provision of ITT through the medium of Welsh, and had spent some time discussing issues to do with training and resources for RE in the Welsh language.

SACRE was also pleased to be asked to send delegates to the Symposium held at Llanidloes, and received reports of the meeting with interest. They await the final report of the day.

Members were also delighted to hear of the good meeting held with the Minister for Education at the Wales Assembly Government, conducted through WASACRE, NAPFRE and CEMW. The positive nature of the meeting, the frankness and awareness of the Minister, and the opening of an annual delegation was considered a very successful outcome.

(f) Appendices:

Appendix I: Table of Examination Results (as presented to SACRE 31/01/02)

Appendix II: Dates of Meetings of SACRE
08/10/01; 31/01/02; 05/07/02

Appendix III: Membership of SACRE

Appendix IV: List of Organisations receiving the report

ACCAC

All schools and colleges of the LEA

The National Library of Wales

The Welsh National Centre for RE

All LEAs in Wales

Diocese of St Asaph

Diocese of Wrexham

Trinity College Carmarthen

Evangelical Alliance

WASACRE

Five Year Review of Standards and Provision

Denbighshire SACRE 1997 – 2001

For SACRE 17th October 2002

The five year review of standards is based on the cumulative analysis of the 36 Inspection Reports considered during the five year period and a table of results for examinations.

RELIGIOUS EDUCATION

Inspection Reports:

Standards of Achievement:

	Very Good				Good				Satisfactory to Good				Satisfactory				Unsatisfactory				No Grade given			
	97	98	99	00	97	98	99	00	97	98	99	00	97	98	99	00	97	98	99	00	97	98	99	00
1	-	-	-	-	4	4	1	2	2	2	-	-	4	3	3	-	-	-	-	-	1	-	1	-
2	-	-	-	-	4	3	1	1	2	2	1	-	2	3	3	-	-	-	-	-	2	-	1	-
3	-	-	-	-	1	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
4	-	-	-	-	-	1	1	2	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	1	2	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-

Note: No details were recorded for SACRE in 1996; no reports were presented in 2001

In summary:

	Very Good	Good	Satisfactory to Good	Satisfactory	Unsatisfactory	No Grade given
1	0	11	4	10	1	1
2	0	9	5	8	2	1
3	0	4	0	0	0	1
4	0	4	0	1	0	0
5	0	3	0	2	0	0
Tot:	0	31	9	21	3	3
%:	0%	46.3% (48.4%)*	13.4% (14.1%)*	31.3% (32.8%)*	4.5% (4.7%)*	4.5%

* Percentage minus reports where no grade given

In terms of good features identified (for two or more schools) in the Inspection Reports, the following comments were recorded across the five year period for RE:

Positive features identified in Inspection Reports: (RE)	No. schools
Appropriate inclusion of world religions other than Christianity	34 schools
Good knowledge/understanding/experience of Bible stories/the Bible	31 schools
Good knowledge/understanding/ability to recall – of Christianity	24 schools

Good knowledge/understanding of aspects of religion/concepts	13 schools
Positive/appropriate use of visits/visitors in RE	11 schools
Work in RE/Scheme is closely related to the Agreed Syllabus	8 schools
Appropriate Christian content/focus in RE work	8 schools
Pupils able to talk about/discuss issues confidently/maturely	6 schools
Good pupil response/discussions in lessons	6 schools
Good opportunities for discussion in lessons	6 schools
Opportunities provided for reflection	5 schools
No significant shortcomings	5 schools
Good quality/nature of written work in RE	4 schools
Variety/good methods of approach in RE	3 schools
Awareness of moral values/right and wrong	2 schools
Pupils are developing their own beliefs	2 schools
Pupils write/understand prayers	2 schools
Good examination results	2 schools

Regarding negative features, the following areas of concern were noted in the Inspection Reports across the five year period in RE:

Areas of concern identified in Inspection Reports: (RE)	No. schools
Inclusion/level of awareness of religions other than Christianity	8 schools
Insufficient written work/written work too elementary	4 schools
Lack of depth of progress in RE	2 schools

Examination Results

The percentages for A* - C (at GCSE), for A – C (A and AS Level) and for Pass rate (COEA) were as follows:

	1996	1997	1998	1999	2000	2001
GCSE (All)	37.9	62.0	51.9	54.2	59.5	49.2
(Boys)	31.1	44.8	38.7	40.5	49.4	30.9
(Girls)	42.2	66.4	55.8	58.4	64.9	59.6
GCSE (Short Course) (All)	N/A	--	--	60.4	87.4	66.2
(Boys)	N/A	--	--	-- (*)	-- (*)	54.5
(Girls)	N/A	--	--	-- (*)	-- (*)	75.3
A Level	48.6	50.0	53.8	27.8	28.6	85.7
AS Level	--	33.3	0.0	50.0	--	
COEA	--	--	--	91.7	--	100

(*) Figures were not recorded owing to small numbers of entries
N/A = Not Available – the course was not offered at that time
-- represents a zero entry

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Inspection Reports

Standards of Provision:

Very Good	Good (with some very good)	Good	Well Promoted	Successfully Promoted	Satisfactorily Promoted	Satisfactory/ Appropriate	Unsatisfactory/ Limited
4	2	10	2	1	6	9	2
11.1%	5.6%	27.8%	5.6%	2.8%	16.7%	25%	5.6%
11.1%	16.7%	44.4%	50%	52.8%	69.4%	94.4%	100%

(Summary table)

The positive features identified (for two or more schools) in Inspection Reports for the five year period for SMSC were as follows:

Positive features identified in Inspection Reports: (SMSC)	No. schools
Good values and attitudes promoted/encouraged	28 schools
Positive contribution to SMSC/Promotion of SMSC through CW	24 schools
Opportunities to reflect provided meaningfully/appropriately	16 schools
The good quality of relationships in the school	12 schools
Good/appropriate attention to Curriculum Cymreig	12 schools
Support for charities and good causes	11 schools
Knowledge and awareness of other cultures and religions	10 schools
Knowledge/understanding/awareness of right and wrong	9 schools
Opportunities for initiative and responsibility	8 schools
Good/positive/caring ethos in the school	8 schools
The good quality of acts of collective worship	6 schools
The meeting of/compliance with statutory requirements for CW	6 schools
Appropriate/good use of visits and visitors	6 schools
Good links with the local church/community	5 schools
Good provision for social development	4 schools
Provision/opportunities for co-operation and group work in subjects	4 schools
Pupil attitude and response to learning(good, positive)	3 schools
Appropriate Christian focus/elements in collective worship	3 schools
Opportunities for pupils to participate in collective worship	3 schools
Teachers are good role models	3 schools
Cultural development is well provided for	3 schools
Opportunities for spiritual development across the curriculum	3 schools
Experiencing awe and wonder	2 schools
Pupils respond well to SMSC provision	2 schools
Opportunities provided for extra curricular activities	2 schools
Moral development is good	2 schools
Good atmosphere and ethos in collective worship	2 schools

As regards negative features, the following areas of concern were noted in the Inspection Reports for SMSC across the five year period:

Areas of concern identified in Inspection Reports: (SMSC)	No. schools
Failure to comply with statutory requirements for collective worship	5 schools
Inclusion of/ consideration of other cultures and beliefs	3 schools
Insufficient / inadequate time for reflection	2 schools
Pupils' contributions to daily collective worship insufficient	2 schools
Provision for cultural development inadequate	2 schools

ANALYSIS OF INSPECTION REPORTS

11th Selection

Denbighshire SACRE: 17th October 2002

School	Dates	Rg Ins	SMSC Ins	RE Ins
Trefnant Church in Wales VC Primary	8 th – 10 th October 2001	Mr J. Harris	M.D. Jones	M.D. Jones
<i>This is a small Church in Wales Voluntary Controlled School, serving a rural community with pupils drawn from a wide area of the lower Clwyd valley. The area is also a commuter area, being close to the busy A55. Pupil numbers increased during the past five years, and fluctuates between 50 + 60. Education provision is for 3 – 11 year olds, and at the time of the Inspection had 52 full time pupils and 8 part-time pupils. The full range of ability is present in the school, with many able and a few less able; 5 pupils are on the SEN Register, including 1 with a Statement. No children come from Welsh speaking homes, and 8% come from non-white ethnic backgrounds. 15% are entitled to free school meals. There were at the time of the Inspection 2.5 full time equivalent teachers in post.</i>				
Ysgol Cefn Meiriadog	10 th – 12 th Dec 2001	Mrs S.M. Barnes	M. Meredith-Jones	M. Meredith-Jones
<i>This is a small school in the valley of Cefn Meiriadog, with pupils drawn largely from the surrounding villages. Pupil numbers were at 51 at the time of the Inspection, with the youngest being part-time; a large increase since the last Inspection. Educational provision is for 3 – 11 year olds, with some 30% having SEN needs, and 2 having a Statement. All speak English as a first language. 12% are entitled to free school meals. There were at the time of the Inspection 2.5 full time equivalent teachers.</i>				
Bodnant Infant School, Prestatyn	14 th – 17 th January 2002	Mrs A. Dawson	Eirian Hughes	Eirian Hughes
<i>This school is situated in the sea-side town of Prestatyn, drawing the majority of pupils from the immediate area around the school. At the time of the Inspection there were 225 pupils in full time education, with 60 in the nursery part-time. Pupils come from the full range of academic abilities and social backgrounds. Most enter the nursery with social and mathematical skills well below average, and poor language skills, with many language and speech difficulties apparent. 27% of pupils are entitled to free school meals, and 29% have SEN needs. All speak English as a first language. There were at the time of the Inspection 10 full time and 3 part-time teachers in post.</i>				
Ysgol Caer Drewyn, Corwen	21 st – 23 rd January 2002	Dr Stuart Humphreys	Stuart Humphreys	Elaine Perry
<i>The school is situated in the Clawdd Poncen area of Corwen, and is an English medium school, with pupils from English speaking homes. The full range of abilities is evident in the school, which at the time of the Inspection had 110 pupils between the ages of 4 and 11 years, and 14 pupils in the nursery in the afternoons. The catchment area is economically disadvantaged. 28% of pupils receive free school meals, and 35% are on the SEN Register, including 4 having a Statement. There were at the time of the Inspection 5 full time and 1 part-time teachers in post.</i>				
Ysgol y Castell, Rhuddlan	15 th – 18 th April 2002	Dr Eric Peagam	Eric Peagam	Eric Peagam
<i>The school is situated in the small town of Rhuddlan, taking pupils from 3 – 11 years from the town. At the time of the Inspection there were 193 pupils in full time attendance, and 26 in the nursery for mornings only. The families tend to be more English than Welsh, and are from all levels of socio-economic backgrounds, with a slightly above average number of pupils entitled to free school meals. There is a significant number of pupils being looked after by the LEA, and almost one-fifth of pupils are identified as having SEN needs, of which 3 have a Statement. Almost all pupils are of white ethnicity. At the time of the Inspection there were 9 full time and 2 part-time teachers in post.</i>				
Ysgol Penmorfa, Prestatyn	24 th – 28 th June 2002	Mr R. A. Isaac	Sandra Mewies	Brian G. Lewis
<i>This very large school in Prestatyn, had at the time of the Inspection some 670 full time pupils, with 44 in the nursery part-time. Most children come from the immediate area. 25% of pupils are from relatively disadvantaged backgrounds, with 17% eligible for free school meals. The pupil population is predominantly white and English speaking, but 1% are from minority ethnic backgrounds, and in a few homes some families speak Gaelic, Cantonese, Thai, Bengali, Urdu, or Punjabi. 13% of pupils are on the SEN Register, including 4 who have a Statement. At the time of the Inspection there were 28 teachers, including 1 SEN support teacher, 1 General Class Assistant, 2 NNEB's in post.</i>				

A total of 6 schools.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Mentioned in Key Issues:

0 schools

No schools had SMSC or Collective Worship as a Key Issue.

POSITIVE COMMENTS:

Provision of SMSC Development:

6 schools

- SMSC very good (*Bodnant Infants*)
- Spiritual and moral development very good; social and cultural (*Caer Drewyn*)
- SMSC development good; standards are high as a result (*Cefn Meiriadog*)
- SMSC good overall (*Y Castell*)
- Spiritual, moral and social development good; cultural satisfactory (*Penmorfa*)
- Moral and social development good; cultural satisfactory (*Trefnant*)

Opportunities for responsibility and initiative:

6 schools

- older pupils carry out a variety of responsibilities sensibly and show consideration for the younger pupils. The 'Helpwr Heddiw' system gives all pupils an opportunity to take on small responsibilities (*Trefnant*)
- Those pupils who are given opportunities to use their initiative, such as organising stalls for the Summer Fair, do so maturely and conscientiously (*Cefn Meiriadog*)
- Pupils at the school are given many opportunities to show leadership and to take responsibility not only within the classroom but also as members of a school community. Year 2 pupils are appointed as counsellors and meet with the staff and with governors to decide on ways of ensuring that all pupils are happy and feel valued within the school, particularly during play times. This gives pupils a genuine voice in school affairs. (*Bodnant Infants*)
- Pupils are provided with good opportunities to take on minor responsibilities in the classroom and in the school, which make a positive contribution to school life. (*Caer Drewyn*)
- The house system for older pupils is effective in providing a sense of corporate identity, encouraging pupils to take responsibility, fostering a sense of identity and providing friendly competition. Pupils elect their own captains and vice captains and it is regarded as a honour to be elected (*Y Castell*)
- In each class pupils take regular responsibility for duties including those of 'Helpwr Heddiw'. Year 6 pupils take responsibility for issuing books and recording borrowings as part of their general responsibilities for the library (*Y Castell*)
- Pupils undertake a wide variety of tasks such as litter picking, running the school bank, and acting as prefects and monitors. They respond with confidence and maturity (*Penmorfa*)

Curriculum Cymreig:

6 schools

- Pupils have an increasing awareness of Welsh culture, traditions and heritage (*Trefnant*)
- The Curriculum Cymreig is very well established in the school; pupils study the work of Welsh artists and musicians and the Welsh dimension figures highly throughout the curriculum The use of incidental Welsh is constant and enriches the pupils' awareness of their Welsh heritage (*Cefn Meiriadog*)
- Pupils are introduced to the Welsh language and culture from the early years and progressively gain in their understanding through the integration of the Welsh culture across the curriculum, as well as through Welsh language lessons (*Bodnant Infants*)
- Pupils understanding of their own culture Is good. The Welsh dimension of the curriculum is well represented in music, art and history (*Caer Drewyn*)
- The school works hard and successfully to promote awareness of the culture and heritage of Wales. The school recently held a very successful Welsh week and a good range of traditional Welsh literary and musical activities contributed to a successful eisteddfod on St David's Day. Year 4 pupils regularly perform at the annual Denbighshire Arts Festival in Rhyl. (*Y Castell*)
- Pupils' awareness of the culture and heritage of Wales is satisfactory (*Penmorfa*)

Knowledge and understanding of other cultures and traditions:

5 schools

- Pupil' awareness of life in other cultures is raised through stories in English, study of Nepal in geography, history and English. In RE, aspects of Judaism and Islam are studied. The pupils are effectively enabled and encouraged to appreciate their own cultural traditions and the diversity and richness of other cultures. The school has developed links with a rural school in Nepal. (*Cefn Meiriadog*)
- Pupils know that there are other faiths where the followers have different ways of worship and of celebrating special occasions (*Bodnant Infants*)
- Pupils' understanding other cultures is good (*Caer Drewyn*)
- The school Enables pupils to develop an appropriate understanding of the beliefs and practices related to a variety of other cultures and faith communities (*Y Castell*)
- Teachers give pupils a good introduction to the values, beliefs and traditions of other cultures through visits and class discussions (*Penmorfa*)

Observance/promotion of values/good manners/respect:

5 schools

- Every effort is made by staff to promote good manners and mutual respect among pupils (*Trefnant*)
- Pupils show respect for property and school discipline (*Cefn Meiriadog*)
- Pupils understand the importance of fairness and honesty and of showing kindness to the other pupils, particularly towards younger members of the school. (*Bodnant Infants*)
- The school successfully promotes the values of equality, achievement, good behaviour, respect for others and a clear understanding of right and wrong (*Caer Drewyn*)
- Pupils show respect for property and the environment (*Penmorfa*)

Quality of acts of collective worship:

4 schools

- the quality of the assemblies is very good and they make a significant contribution to the pupils' development and to the family ethos of the school (*Bodnant Infants*)
- The school's provision for a daily act of worship is good (*Caer Drewyn*)
- The acts of collective worship are conducted in a reverent manner that reinforces the pupils' awareness of the significance of belief in the lives of individuals and communities (*Y Castell*)
- The quality of assemblies and acts of collective worship are good. Acts of worship are well organised and conducted in a friendly atmosphere. Themes and issues raised are often expanded on through the school day. (*Penmorfa*)

Pupil contributions to acts of collective worship:

4 schools

- pupils contribute to and respect the atmosphere of reverence (*Trefnant*)
- pupils and the staff participate fully in all aspects of the service (*Bodnant Infants*)
- All pupils have the opportunity to participate in presenting assemblies and to be involved at least once in each of the five major services celebrating Harvest, Christmas, St David's Day, Easter and the annual Leavers' Service (*Y Castell*)
- Pupils participation in acts of worship, through singing, prayer and drama, is good and enhance the strong sense of belonging to a caring community, evident in well supported family assemblies (*Penmorfa*)

Quality of relationships:

4 schools

- Relationships are good and pupils collaborate well in lessons (*Trefnant*)
- Relationships between pupils and adults in school are friendly and mutually respectful. Relationships between pupils themselves are positive (*Cefn Meiriadog*)
- Relationships are good (*Caer Drewyn*)
- Relationships in the school are good and based on mutual respect. Every pupils is valued equally (*Penmorfa*)

Opportunities to reflect:

4 schools

- pupils are given ample opportunities to reflect upon their own ideas and values in relation to others, especially during circle time in KS 1, English RE and history (*Cefn Meiriadog*)
- Pupils are encouraged to reflect on their own and other people's lives and beliefs, today and in the past (*Bodnant Infants*)
- The response of pupils to opportunities for reflection and prayer are mature and thoughtful (*Caer Drewyn*)

- Pupils are given opportunities to reflect on their own experience and those of others at various times including assemblies and class prayers. These are extended during circle times (*Penmorfa*)

Knowledge and understanding of right and wrong:

4 schools

- pupils have a good understanding of right and wrong and the importance of friendship; they understand and conform to school rules (*Trefnant*)
- Pupils know right from wrong and respond positively to the reward system for effort and good behaviour (*Cefn Meiriadog*)
- The school successfully promotes ... a clear understanding of right and wrong (*Caer Drewyn*)
- Pupils have a clear understanding of the principles which distinguish right from wrong and take pride in their school (*Penmorfa*)

Charities and good causes:

4 schools

- pupils are aware of the needs of others and help to raise money for various charities (*Trefnant*)
- Pupils learn to support others less fortunate than themselves through, for example, donations to various national and international charities such as Jeans for Genes, Red Nose Day, the Marie Curie Foundation, Save the Children, Whizz Kidds, and Operation Christmas Child in Roumania (*Cefn Meiriadog*)
- Pupils regularly support the work of children's charities (for example Save the Children) and take part in the annual selection of a charity for the harvest appeal. They share Christmas with local nursing homes, senior citizen's organisations and local special schools (*Y Castell*)
- Pupils are aware of the needs of others, regularly raising money for local and national charities (*Penmorfa*)

Aims/General ethos:

3 schools

- The school has a clear vision about the ethos and values it seeks to establish (*Bodnant Infants*)
- The aims and values expressed in the school's documentation are established in practise in the daily life of the school (*Caer Drewyn*)
- The school has a very supportive ethos within which the climate of mutual respect and esteem fostered by the head teacher and embraced by the staff contributes well to pupils' self esteem and confidence in social situations (*Y Castell*)

Contribution of collective worship to SMSC development:

3 schools

- Both whole school and class assemblies contribute effectively to pupils' spiritual and moral development (*Caer Drewyn*)
- The regular daily services contribute well to pupils' spiritual and social development (*Y Castell*)
- Acts of worship Make a good contribution to pupils SMSC development (*Penmorfa*)

Pupils' response to SMSC provision:

3 schools

- Pupils' response to SMSC provision is good (*Trefnant*)
- Pupils respond well and appreciate the supportive and caring atmosphere (*Trefnant*)
- Pupils respond very well to SMSC provision (*Y Castell*)
- Pupils' response to SMSC provision is good (*Penmorfa*)

Moral (and social) development/provision:

3 schools

- There is great emphasis on the development of pupils' moral and social development (*Bodnant Infants*)
- Moral awareness is well promoted and pupils display considerable sensitivity (*Y Castell*)
- The school has had to work on some families on social development (*Y Castell*)
- Pupils' awareness of competing moralities is developed well when they are invited to examine moral dilemmas as part of their work in history and other subjects as they examine issues from a range of standpoints (*Y Castell*)
- The introduction of PATHS (Promoting Alternative and Thinking Strategies) and Circle Time has made a good contribution to pupils' social awareness and these activities promote their personal development (*Y Castell*)

- Good provision for moral development is fostered through many aspects of school life (*Penmorfa*)

Social awareness/development:

3 schools

- Pupils' social awareness is well provided by inter-school competitions, school trips, and residential visits (*Trefnant*)
- Pupils make good progress in social and interpersonal skills (*Cefn Meiriadog*)
- Pupils benefit from the enhancement of their social skills by questioning and conversing with the many adults who visit the school to talk to them about a range of subjects to extend their learning, and by the many activities they share with other schools (*Cefn Meriadog*)
- Social development is well supported by the opportunity for visits as a group, including residential visits. In particular Year 6 pupils benefit socially from the opportunity to participate in a residential visit to Glan Llyn Centre, Bala (*Y Castell*)

Cultural Development:

3 schools

- Pupils' cultural development is very good and covers a broad spectrum of experiences provided by the school (*Bodnant Infants*)
- Pupils are offered the opportunity to experience a satisfactory range of cultural contexts both through the curriculum and through extra-curricular activities, Art and dance play a prominent part (*Y Castell*)
- Pupils' cultural skills are enhanced in subjects such as RE, music, art and history (*Penmorfa*)

Opportunities for collaboration/cooperation:

3 schools

- Pupils work well in pairs and small groups. Older pupils work very well individually (*Cefn Meiriadog*)
- Pupils are provided with good opportunities to work in pairs and groups (*Caer Drewyn*)
- Pupils work well both individually and with others (*Penmorfa*)

General atmosphere:

3 schools

- an atmosphere where young individuals are special and this is reflected in practice in the school's moral and social ethos, and quality of life generally in the school (*Bodnant Infants*)
- The school is an orderly and well run community (*Cer Drewyn*)
- The school is a warm, friendly and caring community which provides security and support for all its pupils (*Cefn Meiriadog*)

Compliance with statutory requirements for collective worship:

2 schools

- daily acts of collective worship fully comply with statutory requirements (*Trefnant*)
- the school meets statutory requirements for the provision of daily acts of collective worship (*Bodnant Infants*)

Character of collective worship:

2 schools

- daily acts of collective worship are Christian in character which is the root of the values on which the school is founded (*Trefnant*)
- In whole school assemblies, held three days a week, pupils respect the religious ethos and sense of a 'different place' (*Cefn Meiriadog*)

Discussion of moral issues:

2 schools

- moral issues are regularly discussed in circle time (*Trefnant*)
- Club and circle times act as a forum for the discussion of issues such as relationships and help to promote the school values of equal opportunities and respect for others (*Bodnant Infants*)

Extracurricular activities:

2 schools

- Pupils' social and cultural development is enhanced by extracurricular activities such as Yr Urdd, the Eisteddfod, Music Club, instrumental tuition and sports (*Cefn Meriadog*)
- Pupils' appreciation of art and craft, of music and dance and of children's literature is enhanced through visitors to the school and through visits to galleries, through varied drama performance and by visiting a range of interesting locations linked to local history (*Bodnant Infants*)

<u>Environmental awareness:</u>	2 schools
<ul style="list-style-type: none"> - Pupils are also effectively encouraged to be conscious of the importance of their environment and work towards Eco School awards (<i>Cefn Meiriadog</i>) - Pupils show very good standards in their care of others and of their environment (<i>Bodnant Infants</i>) 	
<u>Saying of prayers:</u>	1 school
<ul style="list-style-type: none"> - Pupils say prayers daily (<i>Cefn Meiriadog</i>) 	
<u>Visits to local places of worship:</u>	1 school
<ul style="list-style-type: none"> - The school worships at the local church once a week. The Harvest Festival is conducted in the Welsh Chapel (<i>Cefn Meiriadog</i>) 	
<u>Links with the local church/community:</u>	1 school
<ul style="list-style-type: none"> - The local clergy, who are regular visitors to the school, often take assemblies and talk to the pupils. This contributes well to their spiritual understanding (<i>Bodnant Infants</i>) 	
<u>Planning for spiritual development:</u>	1 school
<ul style="list-style-type: none"> - Planning for the development of the pupils spiritual development is included in all subject areas (<i>Bodnant Infants</i>) 	
<u>Awe and wonder:</u>	1 school
<ul style="list-style-type: none"> - Pupils are encouraged to develop a sense of curiosity and wonder about their environment (<i>Bodnant Infants</i>) 	
<u>Sense of being valued:</u>	1 school
<ul style="list-style-type: none"> - Pupils understand that their individual ideas are valued by the teachers and other adults in the school (<i>Bodnant Infants</i>) 	
<u>Understanding/awareness of the impact of beliefs on life:</u>	1 school
<ul style="list-style-type: none"> - In RE lessons, pupils learn how the Christian faith affects the life of many people in this country, and how belief affects the way people behave as individuals and as a community (<i>Bodnant Infants</i>) 	
<u>The impact of SMSC provision on progress, achievement and personal development:</u>	1 school
<ul style="list-style-type: none"> - The 'friendship club' and 'circle times' have a beneficial affect on pupils' progress, achievement and personal development (<i>Bodnant Infants</i>) 	
<u>Responsibility for own learning:</u>	1 school
<ul style="list-style-type: none"> - Pupils are encouraged to respond in a mature way to the setting of their own targets for academiiv achievement (<i>Caer Drewyn</i>) 	
<u>Plans for collective worship:</u>	1 school
<ul style="list-style-type: none"> - There is a termly plan for collective worship that identifies the themes, music and prayers to be used. They are coherent in their structure (<i>Y Castell</i>) 	
<u>Spiritual development:</u>	1 school
<ul style="list-style-type: none"> - Pupils' spiritual development is good (<i>Penmorfa</i>) 	

NEGATIVE COMMENTS:

Knowledge and understanding of other cultures/traditions: **1 school**

- Pupils' knowledge and understanding of other world cultures are underdeveloped (*Trefnant*)

Curriculum Cymreig/The Welsh Dimension: **1 school**

- Pupils' knowledge of Welsh artists, music and characters in history is limited (*Trefnant*)

Working independently: **1 school**

- Opportunities for pupils to meet the challenge of working more independently are limited for older pupils (*Caer Drewyn*)

RELIGIOUS EDUCATION

Mentioned in Key Issues: **0 schools**

No schools had RE mentioned in the key issues, other than in the sense of maintaining standards.

POSITIVE COMMENTS:

Standards of achievement: **6 schools**

- good in both key stages (*Trefnant; Cefn Meriadog; Caer Drewyn; Y Castell (*); Penmorfa*)
- good in key stage 1 (*Bodnant Infants*)
 - “no lessons seen; judgement based on scrutiny of work and other evidence”

Knowledge/understanding of Christianity: **6 schools**

- Pupils in both key stages know about the main Christian festivals and ceremonies; in key stage 2, pupils develop a good understanding of Christianity (*Trefnant*)
- Pupils in key stage 1 are acquiring a good knowledge of Christianity through learning about the Old and New Testaments, and various festivals. Year 2 pupils demonstrate understanding of the sequence of events in the Nativity and write appropriate captions for pictures (*Cefn Meriadog*)
- Key stage 2 pupils develop their study of Christianity in more detail. Pupils learn how famous Christians conduct their lives for the good of others, for example Gladys Aylward (*Cefn Meriadog*)
- (Key stage 2 pupils) conduct interesting investigations into different types of crosses (*Cefn Meriadog*)
- Pupils understand that Christianity is the main religious belief in this country and are familiar with the local church buildings and their purpose. Through preparing a series of questions which they then put to two of the local clergy, the pupils become familiar with the work and lifestyle of religious leaders within society (*Bodnant Infants*)
- In key stage 1 pupils show an understanding of the stories from Christianity. They remember the facts from the stories and relate these to concepts such as responsibility, compassion, forgiveness and helping others (*Caer Drewyn*)
- Pupils in key stage 1 develop a good understanding of the place of ritual in Christian beliefs when they enact a baptism at the local church. They are aware that the church is a special place where Christians worship. They learn that Christians often use special words when they pray (*Y Castell*)
- In key stage 1 and 2 pupils have a good knowledge and understanding of Christianity and Christian festivals. In key stage 1 pupils understand the meaning of religious celebrations and show an appreciation of their significance in the Christian faith. In key stage 1, pupils understand the characteristics of being a Christian both in a spiritual and moral context where they have discussed parables and ecological issues (*Penmorfa*)

Knowledge/understanding of religions other than Christianity:

6 schools

- In key stage 2 pupils Have an increasing knowledge of the beliefs and practices of other faiths. In studying aspects of other religious traditions, including their festivals and traditions, they develop an understanding of, and respect for, different cultures and points of view (*Trefnant*)
- Pupils in key stage 1 are acquiring good knowledge of Judaism through learning about Old and New Testament stories, and various festivals (*Cefn Meiriadog*)
- Pupils in key stage 2 explore certain aspects of other religions through art, including many photos and printed resources and through comparison of celebrations and rites of passage. They develop their study of Judaism in more detail. They also study some basic tenets of Islam (*Cefn Meiriadog*)
- The pupils learn of other faiths which are followed by people within their community and they understand the significance of particular celebrations and festivals to these other faiths, particularly the Jewish faith. The use of appropriate artefacts such as those used for a special Jewish meal enhances their understanding of symbols and acts within this faith (*Bodnant Infants*)
- In key stage 1 pupils show an understanding of the stories from other faiths. They remember facts from the stories and relate these to concepts such as responsibility, compassion, forgiveness and helping others (*Caer Drewyn*)
- (Key stage 2) pupils have a sound understanding and respect for other faiths (*Caer Drewyn*)
- Pupils in key stage 1 know that faith communities have special days when important events are celebrated. They learn about the Jewish faith and its special book the Torah. They know how Jews celebrate the Sabbath and how they use the synagogue. They learn about the Jewish festival of Sukkot (*Y Castell*)
- Key stage 2 pupils show good awareness of different religious beliefs and practices through a study of other religions. They recall and explain the Five Pillars of Islam and demonstrate an awareness of the significance of practices and the regions of the Mandir in the Hindu religion (*Y Castell*)
- Key stage 1 pupils understand the meaning of religious celebrations and show an appreciation of their significance in the Jewish faith (*Penmorfa*)
- In studying other religious traditions including their festivals and celebrations, key stage 2 pupils demonstrate a good understanding and respect for different cultures and points of view (*Penmorfa*)
- Stories from major faiths Provided children with a good base on which to develop their opinions about culture and faith (*Penmorfa*)

Knowledge of concepts and themes:

6 schools

- Pupils appreciate the need for family and friends and the importance of people who help us. In key stage 1 they have a very good understanding of what makes a good friend (*Trefnant*)
- Pupils in Year 2 discuss how various people help them, beginning with the role of their own family, caring for a baby and relationships (*Cefn Meiriadog*)
- Within the daily life of the school the pupils learn the meaning and practice of praying through learning and reciting prayers in assemblies and at the end of the day. They know that singing is an important aspect of worship (*Bodnant Infants*) (*)
- In RE lessons pupils discuss right and wrong and apply their understanding to every day living. They know that their words and actions can affect others and know that they can and should show care towards others (*Bodnant Infants*)
- At key stage 2 pupils respond with enthusiasm as to how hand signals communicate different meanings in society and in different religions. They relate this well to society today with regard to able-bodied and disabled people (*Caer Drewyn*)
- Key stage 1 pupils know that faith communities have special days when important events are celebrated. Key stage 2 pupils are aware that each religion has its special places and special books (*Y Castell*)
- Key stage 1 pupils understand the meaning of religious celebrations (*Penmorfa*)

(*) *This comment actually appeared in the RE section of the report despite clear guidance to the contrary from Estyn!*

No shortcomings:

5 schools

- There are no significant shortcomings (*Trefnant; Cefn Meiriadog; Bodnant; Caer Drewyn; Y Castell*)

Knowledge/understanding of the Bible/Bible stories:

5 schools

- Pupils have a good knowledge of well-known Bible stories and recall details well (*Trefnant*)
- The stories of Moses, Ruth and Jesus' parables are used to reinforce the need to care and trust (*Cefn Meiradog*)
- Pupils reflect on the stories told them from the Bible and in discussions they note the significance of these Bible stories to their own life today. They link the story of Noah to environmental issues today and the need to take care of the world they in (*Bodnant Infants*)
- Key stage 1 pupils know a range of stories from the Old and New Testaments and illustrate these as when Year 2 pupils complete a worksheet about the Bible version of the Creation story and design and colour a many-coloured coat for Joseph (*Y Castell*)
- In key stage 1 pupils know many stories from the Bible and they have discussed parables (*Penmorfa*)

Visits to local churches/chapel/places of worship:

3 schools

- Pupils visit the local church and learn about the significant features and their purpose (*Trefnant*)
- Pupils develop a good understanding of the place of ritual in Christian beliefs when they enact a baptism at the local church (*Y Castell*)
- Pupils' understanding of religious symbolism and the differences and similarities in religious practices is given added depth through visits to local churches, chapels and the cathedral at St Asaph (*Penmorfa*)
- Studying aspects of other religious traditions Has been further enhanced by a visit to a synagogue and links with the Islamic Centre (*Penmorfa*)

Composing own prayers:

3 schools

- On special occasion, pupils make up their own prayers, which are relevant to them (*Trefnant*)
- Pupils (in key stage 2) write thoughtful thank you prayers (*Cefn Meiradog*)
- Key stage 1 pupils write their own special words and use them to reflect on; key stage 2 pupils write simple prayers that give thanks for the things that are important to them (*Y Castell*)

Relationship of the Scheme of Work to the Agreed Syllabus:

2 schools

- The school follows the LEA Agreed Syllabus (*Cefn Meiriadog*)
- The school meets the standards set out in the Agreed Syllabus (*Caer Drewyn*)

The Contribution of RE To SMSC development:

1 school

- RE makes a significant contribution to pupils' SMSC education (*Caer Drewyn*)

Circle time and RE elements:

1 school

- Through good use of 'circle time', pupils develop a sensitivity to the feelings of others and appreciate the importance of caring and sharing (*Trefnant*)

Celebration of festivals:

1 school

- The school Christmas and Harvest festivals are celebrated in the churches within the community (*Bodnant Infants*) (*)

(*) *This comment appears in the RE section of the report despite dealing really with SMSC rather than curriculum RE – contrary to Estyn guidance.*

NEGATIVE COMMENTS

Opportunities to reflect:

1 school

- Pupils' understanding is limited because they have insufficient opportunities to reflect on their knowledge and experience in lessons or assemblies (*Penmorfa*) (*)

() This comment appears in the RE section – and addresses RE AND collective worship; it also suggests pupil understanding is limited – yet standards of achievement were judged to be good.*

Use of artefacts to enhance learning and teaching:

1 school

- A deeper understanding of religion is hindered by the shortage of religious artefacts (*Penmorfa*) (*)

() This comment suggests pupil understanding is limited or shallow – yet the standards of achievement were judged to be good.*

Rt Hon Rhodri Morgan AM
First Minister/Prif Weinidog Cymru



Llywodraeth Cynulliad Cymru
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Our ref/Ein cyf: SF/FM/0828/02

Kath Jones
Clerk to Denbighshire SACRE
County Clerk's Department
Denbighshire County Council
Russell House
Churton Road
Rhyl LL18 3DP

1 October 2002

Dear Kath

I am writing to you concerning Wales' National Holocaust Memorial Day, to introduce the event co-ordinator and suggest some ways in which your organisation can contribute to this project.

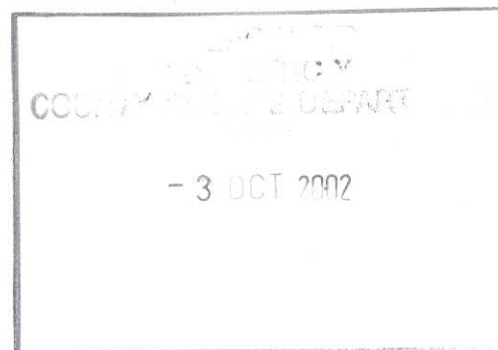
The Memorial service will take place on 28 January 2003 at the Temple of Peace and Health in Cathays Park, Cardiff from 7pm to 9pm. I would like this to be a national event which will involve children and adults representing the whole of Wales, and the theme for this year will be 'Hope for the Future'.

The event will be attended by AMs, MEPs, and MPs from Wales, as well as ministers or representatives of all the religions in Wales and other dignitaries, invited guests, parents and relatives of those children taking part and members of the public. The ceremony should receive press, radio and TV coverage as an event of national importance in cohering the diverse nature, ethnic and religious mixture of our population.

I hope that you will be able to assist in this project. Various ways of doing this are set out in the attached annex.

Please address all correspondence to the co-ordinator, Jen Malcolm of Neath Port Talbot Education Development Service, Directorate of Education, Leisure and Lifelong Learning, Civic Centre, Port Talbot SA13 1PJ. Ms Malcolm can be contacted by telephone on (01639) 763767, by fax on (01639) 763520, or by e-mail at eds@neath-porttalbot.gov.uk.

Yours
Rhodri Morgan



Suggested format for school contributions to Holocaust Memorial Day

Primary Schools

- Co-ordinator to send out the template of a leaf.
- SACRES to ask schools to encourage pupils to write a poem on racism and 'Hope for the Future'. (Years 5 & 6 – Key stage 3)
- Best poem from each school is to be written on a card leaf (from template sent to SACRE) and forwarded to the local SACRE by **October half term**.
- SACRE to look at all the leaves and send the best poem on a leaf and 10 other poems to Jen Malcolm for *display at the Temple of Peace in Cardiff*. To be sent by **6th December 2002**.
- Group led by co-ordinator to choose 5 of the leaf poems to represent the five Welsh areas. Winning authors to be contacted and asked to come with parents to Temple to read them on the night before the assembled audience.

Secondary Schools

- There will be two categories - Key stage 3 and Key Stage 4
- Pupils in these two key stages to be asked to produce a picture or poster based on the theme of prejudice and hope (Size A3).
- Schools to send best key stage 3 and 4 pictures to co-ordinator by **6th December 2002**.



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At Glere pob CYSAG

To all SACRE Clerks

Amgaeaf gopi o adroddiad blynyddol Cymdeithas CYSAGau Cymru er mwyn i chi ei gyflwyno yng nghyfarfod nesaf eich CYSAG lleol.

Er gwybodaeth, etholwyd y Cynghorydd Arwel Jones (CYSAG Gwynedd) a Mr. Huw Erfyl Jones (CYSAG Sir Fflint) i'r Pwyllgor Gwaith. Etholwyd yr Athro Aled ap Gwynedd (CYSAG Penfro) yn Is-gadeirydd y Gymdeithas.

Enclosed is a copy of the annual report of the Welsh Association of SACREs to be presented in the next meeting of your local SACRE.

For your information, Councillor Arwel Jones (Gwynedd SACRE) and Mr. Huw Erfyl Jones (Flintshire SACRE) were elected to the Executive Committee. Professor Aled ap Gwynedd (Pembrokeshire SACRE) was elected Vice-Chair of the Association.

Diolch am eich cydweithrediad,
Thank you for your co-operation,

Meinir Evans
Ysgrifennydd/Secretary





Report on the activities of the Association 2001 – 2002

1. The Association met three times – in Ebbw Vale on 8th November 2001, in Cwmbran on 7th February 2002 and in Swansea on 12th July 2002. Three meetings of the Executive Committee were held in Llandrindod on 1st October 2001, 9th January 2002 and 22 May 2002.
2. The themes for the Association meetings derived from the Development Plan agreed with NAPfRE – namely – ‘Religious Education and Personal and Social Education’ (Graham Davies, Eluned Jones, Vaughan Salisbury and Gavin Craigen); ‘RE post-16’ (Tudor Thomas and Paul Matthews-Jones); ‘Standards in RE’ (Paul Morgan).
3. Presentations were also given by Professor Terence Copley from Exeter University on ‘The Biblos Project’ and by Ms. Julie James from ELWa on proposed funding models in Wales.
4. A delegation from the Executive Committee visited Ms. Jane Davidson AM, Minister for Education and Lifelong Learning. The delegation included Mr. Rheinallt Thomas (Chair), Mrs. Mairwenna B. Lloyd (Vice-Chair), Mr. Gavin Craigen (Chair of NAPfRE), Mr. Hywel Evans (Vice-Chair of CEMW) and Miss Meinir Evans (Secretary). A frank and most profitable discussion was held on the topics of Circular 10/94, the supply and training of teachers, resources for RE and post –16 RE and RS provision. It was agreed, on the suggestion of the Minister, that a similar meeting should be held again next year.
5. A Symposium was held in association with ACCAC in Llanidloes Primary School on 27th April 2002. The main aim of the symposium was to consider the status and role of Religious Education Agreed Syllabuses in the present and future. Delegates were welcomed by Mr. Brian Connally, Chair of ACCAC and a presentation was made by Mr. Rheinallt Thomas. The remainder of the morning and afternoon sessions were spent in discussion groups focussing on particular questions. The main points and recommendations made by the discussion groups will appear in a report. Final comments were made by Mr. John Valentine Williams, Chief Executive of ACCAC.
6. An agreement was reached between the Association, the Welsh National RE Centre and NAPfRE to publish the presentations given during meetings of the Association in RE News. These presentations appear as pull-outs at the centre of the magazine. In addition, 4 files were distributed to each Authority in order

7. to hold the copies of each presentation which are distributed by the Association. These pull-outs have already received a most favourable response.
8. A response was made to a number of consultation documents including the Common Inspection Framework for Education and Training in Wales (ESTYN).
9. Copies of Annual Reports were received from most SACREs in Wales.
10. It was agreed that Mrs. Mairwenna B. Lloyd should represent the Association on the RE Council and she did so in both meetings. In addition, the Association agreed to make a reasonable contribution toward holding a meeting of the Council in Wales at some point.
11. The Association was represented by Miss Meinir Evans, Secretary, in the Inter-Faith Network meeting held in London. Miss Evans also attended the Young People's Faith Forum held by the jubilee office and the Inter-Faith Network at St. James' Palace. 6 young people from Wales attended this forum.
12. The Association was represented by Mr. Gavin Craigen, Chair of NAPfRE in a meeting of a QCA consultative group which conducted a feasibility study of a non-statutory national framework for RE in England.
13. A delegation on behalf of the Association – namely, Mrs. Mairwenna B. Lloyd, Mrs Mary Parry and Miss Meinir Evans attended a meeting with Dr. Medwin Hughes, Principal of Trinity College, Carmarthen along with Mr. Vaughan Salisbury and Dr. Trystan Hughes. The purpose of the meeting was to consider ways of promoting RE and RS courses with the intention of ensuring adequate numbers of students training to be teachers.
14. Meetings of the Association for the coming year are scheduled for the following dates: 15th November 2002 (Clydach Vale, Rhondda Cynon Taf), 12th February 2003 (Vale of Glamorgan) 27th June (Wrexham).