

## **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, Town Hall, Ruthin on Tuesday, 1st July, 2003 at 10.00 a.m.

### **PRESENT**

#### **Representing Denbighshire County Council**

Councillors B. Blakeley, S. Drew, K.N. Hawkins, N. Hugh-Jones, M.M. Jones and R. Ll. Williams

#### **Representing the Denbighshire Teachers' Joint Negotiating Committee**

I. Barros-Curtis, R. Evans (substitute for Sister Elizabeth Kelly) and M.B. Lloyd

#### **Representing Religious Denominations**

Parch. J. Owen (Chair), T. Bryer, H. Ellis, J. Gibson and S. Harris

#### **Co-opted Members**

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

### **ALSO PRESENT**

Inspector/Adviser R.E. and Administrative Officer (K.E. Jones)

### **APOLOGIES FOR ABSENCE WERE RECEIVED FROM**

Rev. P.J. Collinson, M. Colbert, M. Evans, J. Hannam, J. Kirkham and Councillor W. Roberts

### **SILENT REFLECTION**

The meeting began with a few minutes silent reflection.

### **WELCOME**

The Chair welcomed members to the meeting and extended a special welcome to Councillor B. Blakeley who was attending his first meeting of the Denbighshire SACRE and Rhian Ellis, substitute member for Sister Elizabeth

Kelly. The Chair advised that Jennifer Gibson was attending her last meeting of the Denbighshire SACRE and thanked her for her valuable contribution over the past few years. The Religious Society of Friends (Quakers) would be represented by Peter Spiers at future meetings.

## **2 MINUTES**

The minutes of the meeting held on 27th February, 2003 (previously circulated), as approved by the County Council on 3rd June, 2003 were submitted.

### **Matters Arising**

Page 3 - Item No. 577 - The Inspector/Adviser RE confirmed that he had raised the matter of guidelines being issued to registered inspectors (in relation to the content and completion of inspection reports) with HMI Paul Morgan but had not received a response to date. He confirmed that he would pursue this matter further and report back to members thereon.

Page 9 - Item 1103: Resolution (b) - The Inspector/Adviser RE reported that, despite reminders, only three secondary schools had responded to his letter seeking expressions of interest for a Young People's Faith Forum. However, these schools had responded positively and the feedback indicated that pupils themselves were interested in having a dialogue but that it should be based on open discussion. Members agreed that the Inspector/Adviser RE should continue to progress this issue as appropriate. Councillor S. Drew advised that Garth Thomas, Denbighshire Youth Officer was in the process of setting up Youth Forums in the county's schools and she suggested this matter be considered by the Youth Forum at a future meeting. The Inspector/Adviser RE agreed to contact Mr. Thomas directly thereon.

***RESOLVED*** that the minutes be received.

## **3 CHRISTIANITY EXPERIENCED - ST. ASAPH CATHEDRAL PUPIL DAYS**

The Inspector/Adviser RE presented a verbal report, with the aid of a lap top computer and the use of presentation slides, on the Christianity Experience pupil days held at St. Asaph Cathedral on the 10th and 12th June, 2003.

The Inspector/Adviser RE was pleased to report that both days had proved very worthwhile, giving pupils positive experience of Christianity as well as helping them in their learning and he paid tribute all those involved with the event and ensuring its success. He proceeded to take members through the days events advising that the morning session had involved three stages: Exploring Christian Symbolism, Exploring Christian Worship and Exploring the Christian Bible. The afternoon session had involved six workshops based upon the Christian Journey, Baptism, Confirmation, Communion, Healing, and Vocation following which a service of worship ended the day. The same delight and enjoyment in the event had been experienced by both primary and secondary school pupils.

In closing his presentation, the Inspector/Adviser RE referred to the letters and e-mails he had received from teachers commending the event and enquiring about the possibility of similar events in the future.

Members welcomed the report and expressed their delight that the pupil days had proved so successful. The Inspector/Adviser RE proceeded to respond to members' questions regarding the event, particularly referring to the pupils' discussions, thoughts and perceptions throughout the day. In receiving the report the Chair took the opportunity to thank the Inspector/Adviser RE and all those involved in making the event such a positive experience.

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

#### **4 PRESENTATION: ACCAC - OPTIONAL ASSESSMENT MATERIALS FOR RE**

The Inspector/Adviser RE delivered a power point presentation on Optional Assessment Materials (OAMs) for RE. The same presentation had been made to WASACRE by Denize Morris, Religious Education Officer for ACCAC. (A copy of the presentation slides together with two draft optional assessment materials on Celebrations - Easter (KS2) and Worship - Holy Communion (KS3) had been previously circulated to members with the agenda papers.)

The Inspector/Adviser RE referred to the review of the RE Syllabus and national exemplar level descriptions which were essential in producing OAMs. He explained that OAMs had been designed to support pupil assessment in Wales and provided resources, activities and educational

strategies for teachers as well as examples of pupils' work with commentaries demonstrating how assessment related to the level descriptions. In order to develop OAMs for RE, representatives from each LEA had met to suggest appropriate topics for inclusion and as a result the following topics were being developed:-

- Key Stage 2: Worship - Shabbat; Natural World, Celebrations - Easter; Holy Books - Qur'an, and
- Key Stage 3: Worship - Holy Communion; Pilgrimage - Hajj; Celebrations - Easter; and Fundamental Questions

The OAMs could be used at any point within a key stage for different assessment purposes - learning, diagnostic purposes or for providing a summative snapshot, but it was important to note that individual pieces of work should not be used as the sole evidence for formal assessment.

In conclusion the Inspector/Adviser RE indicated that Denise Morris was anxious to distribute the OAMs to schools in the Autumn Term but this would very much depend upon her workload. He reminded members that, as agreed at their last meeting, he had written to John Valentine, Chief Executive of ACCAC asking him to consider increasing the post to a full time appointment or appointing a person to assist Mrs. Morris during projects such as this document. Mr. Valentine had responded that this matter would be given consideration when programmes of work were next reviewed.

During the ensuing discussion the Inspector/Adviser RE answered members' questions regarding the assessment of pupils' work and guidance provided in this respect together with the options available for RE study in the curriculum. The Chair thanked the Inspector/Adviser RE for his interesting and informative presentation and it was:-

***RESOLVED*** that the presentation by the Inspector/Adviser RE be received and noted.

## **5 ESTYN**

### **(a) Excerpts of Chief Inspectors Annual Report**

The Inspector/Adviser RE submitted extracts from the Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2001 - 2002 (previously circulated) which included aspects such as Cwricwlwm Cymreig; the quality of provision for learners' spiritual, moral, social and

cultural development; and equal opportunities and respect for people's differences.

The Inspector/Adviser RE proceeded to highlight areas of the report for comparison with Denbighshire's schools and indicated that:-

- some of Denbighshire's schools had reduced the timetabled slot for RE from one hour to fifty minutes and schools needed to look at ways of delivering the full RE curriculum within these constraints;
- all Denbighshire's schools provided RE as a statutory requirement and it was only in the 6th form, when particular combinations of subjects were taken, that some pupils may not be able to attend RE;
- ACCAC were in the process of producing materials to help RE demonstrate Cwricwlwm Cymreig;
- the majority of Denbighshire's schools appeared to be addressing the quality of provision for learners' spiritual, moral, social and cultural development very well with schools often commended for this practice;
- acts of collective worship were sometimes not as spiritual as they could be with some teachers having difficulties in this area; when this was found to be an issue in Denbighshire the Inspector/Adviser RE had provided the necessary support to enable pupils' spiritual development to take place;
- in 35 out of 63 schools inspected in Wales over the past three years collective worship had been a key issue which needed to be addressed by ESTYN and the Inspector/Adviser RE referred to the difficulty and demanding nature in providing quality and spiritual development every day of the school year, and
- it was now a statutory requirement for schools to have a policy on promoting racial equality and Denbighshire's schools had been commended for this.

During consideration of the report, and in particular acts of collective worship, the Inspector/Adviser RE referred to the difficulties faced by schools in this area and reported upon the guidance, materials and resources provided to schools in that regard together with the in-house

courses for form teachers in ways of delivering meaningful acts of worship in the form period. The Chair welcomed the positive ways to help schools overcome those difficulties detailed by the Inspector/Adviser RE and members acknowledged the achievements of Denbighshire's schools in meeting the statutory requirements despite the difficult circumstances. Members also reiterated their previous concerns with regard to the inadequacies in the inspection process which did not accurately reflect those achievements in schools.

**RESOLVED** that the extracts from the Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2001 - 2002 together with the verbal report of Denbighshire's position in relation to other schools in Wales be received and noted.

**(b) New Inspection Draft Framework - Implications for RE and SACREs**

The Inspector/Adviser RE submitted his report (previously circulated) summarising the key changes arising from the draft guidance on the Inspection of Secondary Schools - September, 2004 as follows:-

- the introduction of three types of inspection: Full, Standard and Short;
- the inclusion of 'peer assessors' to be assigned to each school inspection;
- the inclusion of 'nominees' whereby schools would be invited to select a member of staff to work with the inspection team;
- emphasis on the school's own self evaluation report focusing on standards, quality of education and leadership and management;
- listening to learners whereby schools would be expected to have arrangements in place for responding to pupils' views and concerns;
- responding to the report whereby schools would be invited to submit a response to the inspection report to be contained therein;
- details of the grading changes from the current delineations;
- feedback to teachers to be given during the inspection process;

- details of the seven key questions in the inspection framework, and
- recommendations as opposed to key issues for action including reference to any matters where the school's practice had not complied with legal requirements such as the daily act of worship.

During his presentation of the above changes the Inspector/Adviser RE detailed the implications for SACREs, ESTYN Inspectors and schools together with his concerns regarding particular aspects of the proposed changes to the inspection process. He advised members that SACRE's own work in terms of monitoring standards of provision via inspection reports would be severely impaired under the new inspection process as RE may only feature in the inspection reports of one or two schools in any one year. Other areas of concern included the grading changes to the current delineations; the potential detrimental effect of providing detailed feedback to teachers during the inspection process and time constraints on inspectors during that process; and the complex sub divisions of the seven key questions. Members fully supported the views of the Inspector/Adviser RE and expressed further concerns regarding the position of teacher nominees in schools. The Inspector/Adviser RE confirmed that he had already expressed his own concerns to HMI Paul Morgan and members agreed that the Inspector/Adviser RE respond to the draft guidance document on behalf of Denbighshire SACRE formally registering these concerns. Following a full and detailed debate, during which members took the opportunity to raise questions with the Inspector/Adviser RE regarding various aspects of the inspection process and subsequent implications, Councillor N. Hugh-Jones proposed that ESTYN be requested to arrange a conference to enable SACRE representatives from each of the Welsh Authorities to meet and discuss their concerns regarding the draft guidance document. Members unanimously agreed with that proposal and it was:-

***RESOLVED ACCORDINGLY.***

The Chair thanked the Inspector/Adviser RE for bringing this important issue to members' attention, particularly as the document had not been circulated for consultation by Estyn.

## **6 WALES ASSOCIATION OF SACRES**

### **WASACRE - 27th June, 2003**

The Inspector/Adviser RE verbally reported that WASACRE had received a presentation on ways of delivering RE effectively in the early years from Mrs. Mary Parry and Gill Vaisey entitled 'The Early Years' which had proved a very enjoyable interactive session. Mrs. M.B. Lloyd, Chair of WASACRE and Councillor M.M. Jones had represented Denbighshire SACRE at that meeting.

Mrs. M.B. Lloyd subsequently informed members of the second presentation made on the 27th June by Mr. Dick Powell, RETRI and referred to a pamphlet she had circulated at the meeting in this regard entitled 'Teach RE - Teaching Religious Education'. She also apprised members of the activities of the Association and Executive Committee since the last meeting as follows:-

- a meeting between representatives from the Executive Committee and Ms. Jane Davidson, A.M. for Education and Lifelong Learning when she had indicated that RE would remain a statutory requirement;
- a delegation from the Executive Committee having met with a representative from the Welsh Local Government Agency to raise the profile of RE and address the lack of resources;
- in her capacity as Chair of WASACRE, she had met with a representative from ELWa to discuss the funding of post-16 RE, and
- on the Minister's recommendation discussions had been opened between the Association and the National Grid for Learning as well as ACCAC and NAPfRE regarding the development of teaching and learning resources.

Finally, Mrs. Lloyd advised members that Denize Morris had informed WASACRE that she wished to arrange a meeting in September with SACRE representatives to review the guidelines of writing the Annual Report for SACRE and she sought members' support for this proposal. Mrs. Lloyd explained that ACCAC would be contacting SACRE's seeking representatives to attend the September meeting and she proposed that the Inspector/Adviser RE be nominated to represent Denbighshire



SACRE at that meeting. Members agreed with that proposal and it was **RESOLVED ACCORDINGLY**.

Councillor M.M. Jones had been pleased to attend the last WASACRE meeting and she paid tribute to the achievements and work undertaken by WASACRE and Mrs. Lloyd in her role as Chair of WASACRE.

**RESOLVED** that the verbal reports by the Inspector/Adviser RE and Mrs. M.B. Lloyd be accepted.

## **7 DATE AND VENUE OF NEXT MEETING**

The Chair reminded members that the next meeting of Denbighshire SACRE would be held at 10.00 a.m. on Thursday, 16th October, 2003 in the Council Chamber, Ty Nant, Prestatyn.

In closing the meeting the Chair thanked the Inspector/Adviser RE for the work he had undertaken on behalf of the council and thanked those present for their attendance and positive contributions to debate.

The meeting concluded at 12.05 p.m.

\*\*\*\*\*

**DRAFT**

Agenda Item No. 6

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

2002 - 2003

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

**2002 – 2003**

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

**2002 – 2003**

**(a) The Agreed Syllabus**

The revised Agreed Syllabus has been well received into schools, and teachers have welcomed the supplementary guidance materials and planning sheets provided to support its implementation. The 'Guidance on Assessment in RE' pack was distributed to all schools, giving general guidance on Assessment in RE as well as helpful clarification of the National 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.

Schools also received the additional guidance material for Key Stages 1 and 2 in the form of lesson plans, outline schemes and worksheet materials.

It was hoped that the level of support for teachers would be maintained through the activities of the Joint Teachers' Working Group, and through support from St Gabriel's Trust Fund.

**(b) Standards in Religious Education**

Only six inspection reports on schools were considered during the year, one infant school and five primary schools.

The standards in RE as reported in those six inspection reports were as follows:

|                    | <b>Very Good</b> | <b>Good</b> | <b>Satisfactory</b> | <b>Unsatisfactory</b> |
|--------------------|------------------|-------------|---------------------|-----------------------|
| <b>Key Stage 1</b> | 0                | 6           | 0                   | 0                     |
| <b>Key Stage 2</b> | 0                | 5 (*)       | 0                   | 0                     |

*(\*) In one of the schools no lessons were seen; judgement was based on scrutiny of work and other evidence.*

The aspects in the reports which were **most frequently** highlighted as commendable or as good features in two or more schools were as follows:

| <b>Positive features identified in Inspection Reports:</b>       | <b>No of Schools:</b> |
|--|-----------------------|
| Knowledge and understanding of Christianity                      | 6 schools             |
| Knowledge and understanding of religions other than Christianity | 6 schools             |

|   |           |
|---|-----------|
| Knowledge of religious concepts and themes                | 6 schools |
| No shortcomings   | 5 schools |
| Knowledge/understanding of the Bible/Bible stories        | 5 schools |
| Visits to local churches/chapels/places of worship        | 5 schools |
| Composing own prayers                                     | 3 schools |
| Relationship of the scheme of work to the Agreed Syllabus | 2 schools |

Other positive features referred to for **individual schools** only were as follows:

- The positive contribution of RE to SMSC education
- Good use of circle time to develop pupils' sensitivity to the feelings of others and appreciate the importance of caring and sharing (\*\*)
- The school Christmas and Harvest festivals are celebrated in the churches within the community (#)

(\*\*) *This comment, although about SMSC more than specific RE appears in the RE section of the Report despite Estyn's advice to the contrary;*

(#) *This comment may appear to be about RE but really refers to celebrations of worship, and ought to have appeared, in accord with Estyn's guidance in the section on collective worship and SMSC.*

The areas of concern identified in reports for were only for one **individual** school, and were as follows:

- Pupils' understanding is limited because they have insufficient opportunities to reflect on their knowledge and experience in lessons or assemblies (\*)
- A deeper understanding of religion is hindered by the shortage of religious artefacts (\*\*)

(\*) *This comment addresses RE AND collective worship; and despite pupils understanding being limited, standards were judged to be good.*

(\*\*) *This comment also suggests pupil understanding was impaired, yet standards in RE were judged to be good.*

Members were of course delighted at so few negative comments, and that five of the six schools had no shortcomings. However, they were concerned that the criticisms offered did not seem to equate with the standards given, nor to be directly accurate. These issues were taken up in correspondence with Her Majesty's Chief Inspector of Education and Training in Wales.

None of the six schools had RE mentioned as a key issue. Members of SACRE were therefore delighted that there were so many positive comments, and that standards were deemed to be good in all the reports. The usual practice of writing to schools whose Inspection Reports were reviewed, to congratulate the staff on the good points raised in the report, and to remind them of the services of the Inspector/Adviser RE and Officers of the

LEA in addressing any issues or shortcomings. The critical or negative comments appearing in the selection of reports was also referred to, with schools being asked to evaluate their own provision in regard to those issues.

A detailed table of examination results (Appendix IV) was reviewed and discussed by SACRE. Although members were disappointed that some of the overall results were below the national average, there had been an improvement in performance on the previous year, and it was felt important to congratulate the schools for such improvement. For GCSE Religious Studies (Specification A) numbers of candidates had risen by 26, and the percentage A\* - C had risen by 9.2% to 58.4, although still some 8.2% below Wales. Likewise, the number and performance of both boys and girls had increased, with boys improving by 15.3% (but 12.7% below Wales), and girls by 5.8% (5% below Wales).

In what used to be called the GCSE Short Course, and is now known as Specification B, numbers had decreased by 25 candidates, and the figures were a little disappointing, with a 56.3% A\* - C, which was 6% below the national average.. Members hoped that this new course would continue to grow in entry numbers and in performance.

At A Level, the number of entries had risen by just 2 candidates, and members were delighted that the percentage of A – C grades increased again, by 1.8%, leading to an LEA result of 87.5% - significantly above (some 17.2%) the national average. Numbers of course were small, with a total entry of just 16 candidates.

At COEA entries, the results had continued to be creditable despite a slight drop in performance, with an 87.1% pass rate and a drop in the total to 31 candidates.

Members were anxious not to put undue store on mere results, but wished to congratulate the High schools of the LEA for their work in making improvements and endeavouring to maintain standards. Accordingly letters of congratulation were sent to the schools.

**(c) Collective Worship/SMSC Development**

As well as considering the RE section of the Inspection Reports, SACRE also considers the SMSC Development sections of the Reports. The results in terms of provision for SMSC (\*) for the year were as follows:

| <b>Very Good</b> | <b>Good</b> | <b>Satisfactory</b> | <b>Unsatisfactory</b> |
|------------------|-------------|---------------------|-----------------------|
| 2                | 4           | 0                   | 0                     |

*(\*) Judgement based on SMSC as a whole, or for spiritual development were identified separately.*

Analysing comments on collective worship and SMSC development as a whole, **the most frequently** identified positive features for two or more schools were as follows:

| <b>Positive features identified in Inspection Reports (SMSC):</b>   | <b>No of schools:</b> |
|---|-----------------------|
| Good opportunities for responsibility and initiative                | 6 schools             |
| Good awareness/appropriate development of Curriculum Cymreig        | 6 schools             |
| Knowledge and understanding of other cultures and traditions        | 5 schools             |
| Observance/promotion of values/good manners/ respect                | 5 schools             |
| Quality of acts of collective worship                               | 4 schools             |
| Pupil contributions to acts of collective worship                   | 4 schools             |
| Quality of relationships  | 4 schools             |
| Opportunities to reflect  | 4 schools             |
| Knowledge and understanding of right and wrong                      | 4 schools             |
| Supporting charities and good causes                                | 4 schools             |
| Clear aims/good general ethos                                       | 3 schools             |
| Contribution of collective worship to SMSC development              | 3 schools             |
| Pupils' response to SMSC provision being good/very well             | 3 schools             |
| Moral and social development/provision                              | 3 schools             |
| Social awareness/development  | 3 schools             |
| Cultural development  | 3 schools             |
| Opportunities for collaboration/cooperation                         | 3 schools             |
| General good atmosphere   | 3 schools             |
| Compliance with statutory requirements for collective worship       | 2 schools             |
| Character of collective worship (wholly, mainly, broadly Christian) | 2 schools             |
| Opportunities to discuss moral issues                               | 2 schools             |
| Provision for extra curricular activities                           | 2 schools             |
| Environmental awareness   | 2 schools             |

Other positive features referred to were for **individual** schools only, and were as follows:

- Pupils say daily prayers
- The school worships at the local church once a week
- Good links with the local community and church
- Planning for spiritual development is included in all subject areas
- Pupils are encouraged to develop a sense of awe and wonder
- Pupils understand that their individual ideas are valued by the teachers and other adults in the school
- Pupils understand how beliefs affect the way people behave as individuals and a community
- The 'friendship club' and 'circle time' have a beneficial effect on pupils' progress, achievement and personal development
- Pupils respond in a mature way to the setting of targets for academic achievement
- There is a termly plan for collective worship that identifies the themes, music and prayers to be used. They are coherent in their structure.

- Pupils' spiritual development is good

The areas of concern noted in the Reports for SMSC provision were only for individual schools and were as follows:

- Pupils' knowledge and understanding of other world cultures are underdeveloped
- Pupils' knowledge of Welsh artists, music and characters in history is limited
- Opportunities for pupils to meet the challenge of working more independently are limited for older pupils

None of the schools have collective worship or SMSC provision as a key issue in their Reports. Members were therefore delighted at the long list of very positive commendations from just six schools, and equally pleased at their being just three negative comments, and only for individual schools.

Nevertheless, the same level of follow up and support was offered to schools through the Inspector/Adviser RE and Officers of the LEA. The letter of congratulation from SACRE included reference to the SMSC comments above, and the three negative issues in this selection of Reports shared with schools.

#### **(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.

#### **Heads of RE – Consultation & Sharing Day (Secondary)**

20<sup>th</sup> September 2002

Provider: Gavin Craigen, Inspector/Adviser RE

8 Denbighshire Schools participated  
(Course shared across 4 LEAs in NE Wales)

#### **RE Subject Leader/CPH – Consultation & Sharing Day (Primary)**

23<sup>rd</sup> & 24<sup>th</sup> September 2002

Provider: Gavin Craigen, Inspector/Adviser RE

8 Denbighshire Schools participated  
(Course shared across 4 LEAs in NE Wales)

#### **Judaism & Food in RE (Primary & Secondary)**

17<sup>th</sup> October 2002

Provider: Joy White, Hope University, Liverpool



3 Denbighshire Schools participated  
(Course shared across 4 LEAs in NE Wales)

**Teaching Christianity and Judaism at KS 1 (Primary)**

4<sup>th</sup> & 5<sup>th</sup> December 2002

Provider : Gavin Craigen, Inspector/Adviser RE

9 Denbighshire Schools participated  
(Course shared across 4 LEAs in NE Wales)

**Energising KS 3 RE (Secondary)**

27<sup>th</sup> January 2003

Provider: Lat Blaylock, Professional Officer PCFRE and RE Today Services

7 Denbighshire Schools participated  
(Course shared across 4 LEAs in NE Wales)

**Teaching Christianity & Hinduism at KS 1 (Primary)**

5<sup>th</sup> February 2003

Provider: Gavin Craigen, Inspector/Adviser RE

4 Denbighshire Schools participated  
(Course shared across 4 LEAs in NE Wales)

**Teaching Christianity, Hinduism and/or Judaism (Primary)  
(Welsh Medium)**

7<sup>th</sup> March 2003

Provider: Carys Thomas. Adviser RE, ESIS

6 Denbighshire Schools participated  
(Course shared across 4 LEAs in NE Wales)

**Planning Primary RE Workshop (Primary)**

30<sup>th</sup> April, 1<sup>st</sup> May & 2<sup>nd</sup> May 2003

Provider: Gavin Craigen, Inspector/Adviser RE

10 Denbighshire Schools participated  
(Course shared across 4 LEAs in NE Wales)

**Heads of Department – Update session – Twilight (Secondary)**

24<sup>th</sup> June 2003

Provider: Gavin Craigen, Inspector/Adviser RE

3 Denbighshire Schools participated  
(Course shared across 4 LEAs in NE Wales)

## **Raising Standards in RE through Key Skills (Primary)**

4<sup>th</sup> July 2003

Provider: Margaret Cooling, Independent Consultant

5 Denbighshire Schools participated  
(Course shared across 4 LEAs in NE 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. General Matters**

- (i) Arrangements had been finalised for the reduced subscriptions by schools in the LEA to PFP Publishers for collective worship resources.
- (ii) Permission had been sought and obtained for the reproduction and distribution to schools of copies of the Curriculum Cymreig section of the Church in Wales Provincial Syllabus.
- (iii) The SACRE and LEA had conducted a Five Year Review of Standards and Provision of RE and Collective Worship, and although the report was considered in the Autumn Term meeting of this year, the actual report was published as an Appendix to the last year's Annual Report, as it included that year in its cycle.
- (iv) Schools had been encouraged to participate in the Wales Holocaust Memorial Service competition, and a sub-committee of SACRE was nominated to select material for sending to the national organisers. Members were delighted that one of the entries won at the national level, in the Secondary Art Work entry. The winning pupil was Hazel Watson, from Denbigh High School. The SACRE and LEA were represented at the moving Memorial Service held at the Temple of Peace in Cardiff by the Inspector/Adviser for RE.
- (v) In response to the RE Association of Teachers in North East Wales, a 'Christianity Experienced Day' was held in St Asaph Cathedral in June 2003. This had been an exciting and worthwhile event, and a full report with pictures appears as Appendix V to this report. Members were delighted to receive information about the event, and hope that similar events in the future can be arranged for pupils in the authority.
- (vi) Consequent upon the successful Queen's Golden Jubilee Young People's Faith Forum, SACRE considered the request from the organisers to stage a similar event in Denbighshire. Accordingly a copy of the summary report was sent to each secondary school, with a request to share some of the comments of the young people with pupils in the school, and to complete a questionnaire about holding such an event in Denbighshire. In general, schools were in favour of such an event, and the SACRE resolved to explore possibilities and to tie in the event with the Youth Forum currently in operation in the authority.

## **2. ACCAC**

SACRE Considered the Learning in the Foundation Phase Consultation Document, and returned a detailed response, requesting the clear inclusion of RE and the spiritual in the new curricular arrangements. ACCAC was also reminded of previous correspondence on this matter, and a copy of the letter from the Chief Executive promising to ensure appropriate inclusion of RE and spiritual development in this area of the curriculum was attached to the response returned.

The presentation on Optional Assessment Materials made by ACCAC's RE Officer to WASACRE was given at a SACRE meeting. Members were please with the potential of the materials, and that teachers who had seen the drafts at an INSET Course had been very complimentary in their remarks. SACRE had also written to the Chief Executive to congratulate ACCAC on the materials, and to request the extending or supplementing of the Officer's part time contract, to ensure the completion of these materials as soon as possible, and for continued support for RE to be provided. A reply had been received promising to consider the matter when working arrangements were reviewed.

## **3. WASACRE**

The SACRE continued its membership of the Association and received papers and reports, as well as interim updates, at each meeting.

SACRE considered the report on the Symposium held at Llanidloes, and were delighted that Denbighshire SACRE were already doing some of the things recommended in the report, and were intending to involve teachers, and possibly some pupils, in presentations to the SACRE. Members were also certain that the success and direction of the work of SACRE was largely due to the efficient and high level of work and guidance from the Inspector/Adviser for RE.

Significant SACRE time was devoted to the consideration of the possible National Framework for RE in Wales, and the resolution made was that the SACRE supported the introduction of such a Framework, subject to full consultation between the SACREs and LEAs of Wales, and the determination to adopt or amend such a Framework remain at local level. This information was communicated to WASACRE directly, as requested.

## **4. ESTYN**

SACRE had communicated several times with Her Majesty's Chief Inspector of Education and Training in Wales, over the quality and accuracy of some Inspection Reports and the comments contained in the RE and SMSC sections. Members appreciated the dialogue, and welcomed the Chief Inspector's responses, and acknowledgement of the partnership role between SACRE and Estyn in the matter of monitoring and improving standards and provision.

Consideration of the Chief Inspector's Annual Report was also part of the year's agenda, and this was related to the situation in Denbighshire schools.

Members also considered the Draft Inspection Guidance Document, and wrote to the Chief Inspector to convey their concerns about several issues, namely:

- The potential impairment of the work of SACRE, and indeed of Estyn itself, in not having sufficient Inspection Reports with RE included to make appropriate judgements about standards and provision
- The lack of clarity and specificity in the new draft grade descriptions
- The difficulty for inspectors in the issues of giving feedback to teachers during Inspection, and to managing the multiplicity of sub-sections to the seven key questions.

SACRE requested that the letter also suggested that Estyn arrange a conference for the 22 Unitary Authorities in Wales to discuss the new Framework and Guidance, and to register concerns with the Chief Inspector and senior Inspectors.

**(f) Appendices:**

Appendix I: Dates of Meetings of SACRE  
See Page 11

Appendix II: Membership of SACRE  
See Pages 11 – 12

Appendix III: List of Organisations receiving the report  
See Page 12

Appendix IV: Table of Examination Results (as presented to SACRE)  
See Pages 13 – 20

Appendix V: Exploring Christianity – Pupil Experience Days  
at St Asaph Cathedral June 2003

See Pages 21 – 24

## **Appendix 1: Dates of Meetings of SACRE**

17<sup>th</sup> October 2002; 27<sup>th</sup> February 2003; 1<sup>st</sup> July 2003

## **Appendix II: Membership of SACRE**

### **Representing Religious Denominations:**

#### Church in Wales

Terry Bryer  
Sylvia Harris

#### Roman Catholic

Stephanie Flavell  
James Kirkham

#### Baptist Union

Dr C W Jones (Welsh)  
Nomination awaited (English)

#### Presbyterian

Rev. John Owen (Welsh)  
Mary Colbert (English)

#### Methodist

Heulwen Ellis

#### United Reformed

Sandra Gordon

#### Union of Welsh Independents

Mona Evans

#### Religious Society of Friends

Jennifer Gibson

#### Salvation Army

Nomination awaited

#### Evangelical Movement Wales

Rev. Philip J Collinson

### **Representing Teacher Associations:**

#### Secondary Headteacher

Sister Elizabeth Kelly

#### Junior Headteacher

Neil Roberts (until February 2003)

#### Secondary RE Specialists

Delyth Williams

#### Infant Headteacher

Mrs Jean Hannam (from July 2003)

#### Special School Teachers

Maria Barros-Curtis

#### Junior Classroom Teacher

Nomination awaited

#### Infant Classroom Teacher

Mrs Mairwenna B. Lloyd

### **Representing Denbighshire County Council**

Councillor S Drew  
Councillor D Jones  
Councillor W Roberts  
Councillor N Hugh-Jones

Councillor K N Hawkins  
Councillor M M Jones  
Councillor R Ll Williams  
Councillor B. Blakeley

### **Co-opted Members**

Welsh National Centre for RE  
Rev. Professor Leslie J Francis

Christian Education Movement Wales  
Nomination awaited

### **Appendix III: List of Organisations Receiving Report:**

ACCAC  
All schools and colleges of the LEA  
The Welsh National Centre for RE  
All LEAs in Wales  
Diocese of St Asaph  
Diocese of Wrexham  
Trinity College of Wrexham  
Evangelical Alliance  
WASACRE

**Appendix IV: Tables of Examination Results**

**Appendix V:            Exploring Christianity – Pupil Experience Days  
at St Asaph Cathedral – June 10<sup>th</sup> & 12<sup>th</sup> 2003**

Background and Aims:

The Association of Religious Education Teachers in North East Wales have been arranging a number of activities for teachers over the year, and came up with the idea of focussing on Christianity, given that pupils' direct experience was often very limited and yet their impressions or expectations were of something dull, 'un-enthusing' and definitely not relevant. So the seed of an idea began to germinate.

The first phase was a "Christianity on Offer" twilight session in the cathedral, for teachers and representatives from a wide range of Christian denominations to meet together, and find out what the Christian faith community could do for schools in their teaching about Christianity. This was a valuable session, and led to useful links being made between schools and places of worship.

The second phase was the "Christianity Experienced" days. The aims were as follows:

- To enable pupils to learn about aspects of Christianity through practical experience
- To give pupils a very positive experience of Christianity and worship
- To supplement the teaching and learning of the classroom
- To stimulate pupil interest in investigating the Christian faith and experience

So many schools registered interest, that those wanting to bring very large numbers were asked to make arrangements for a separate event of their own, and some who visited the cathedral regularly anyway were asked to maintain their existing pattern. A limit of numbers was worked out in terms of logistics, and a first-come-first-served basis was used to register schools for the two days.

The morning workshops:

The morning session was devoted to three workshops themes each with three strands within:

- ***Exploring Christian Symbolism*** (Banners with a Message, Stained Glass Windows, and Carvings and Engravings)
- ***Exploring the Christian Bible*** (Copying and Translating, Parables – Drama, and the Bible and Mission)
- ***Exploring Christian Worship*** (Prayer, Music and Vestments)

The workshops were half an hour long, and groups (of about 10 – 18 pupils in each) experienced one from each theme.



### The afternoon ‘journey of life’:

After lunch – in the cathedral grounds, as it was a warm dry day both times – three pupils groups were merged together, and visited six ‘stations’ around the cathedral for a 10 minute ‘power’ presentation on aspects of *Exploring the Christian Journey*. The six stations were:

- Baptism (shell)
- Confirmation (bishop)
- Communion (chalice)
- Marriage (rings)
- Healing (oil jar)
- Vocation (text message: “Whats 4 U?”)

At each ‘station’, each group collected a symbol (as indicated above), which they would take back to school and use in follow up work.

### The culmination in worship:

The day ended with a short act of worship, which included prayers, two hymns, a Bible reading and a short sketch, together with a short message to bring together the various strands of the day. The banners made during one of the workshops were processed down through the congregation during the last hymn, and pupils left the Cathedral having had a truly positive experience of Christianity.

### Some statistics:

Over 400 pupils from 12 schools across the LEAs took part in this exciting activity. On the Tuesday, 197 primary school children attended, and on the Thursday some 210 secondary pupils. All in all there were an amazing 50 workshop leaders and helpers across the two days, with some being involved on both days, and covering a range of Christian representatives!

And what a worthwhile undertaking it proved to be.

### The united Christian witness:

As well as being an exciting and stimulating event – as was the aim – it was particularly good that members of different denominations in Christianity stood side by side to work with the pupils groups.

Ministers and members of the Church in Wales, the United Reformed Church, the Salvation Army, Calvary Church and Wellspring Christian Centre (Elim), student workers from PAIS on placement in local churches, the Religious Society of Friends (Quakers), and representatives of Christian Aid all volunteered to take part in the day.

Merely observing the activities through the day, left one with an clear and vibrant Christian thread; for the pupils who experienced the activities, it must have been even greater.

The LEAs, the schools, the pupils, and the RE Association are much indebted to the Bishop and Dean of St Asaph for their agreement, participation and support, to Rev Mary Stallard and Sylvia Harris of the Diocese for their immense practical and organisational work, and of course to the huge band of willing helpers who made it all possible.

*(Pictures of the event will be spread through the report)*

**CONTEXT COMMENTS: INSPECTION REPORTS**  
**DENBIGHSHIRE SACRE**

+

| <b>School</b>   | <b>Dates</b>  | <b>Rg. Inspector</b>              | <b>SMSC Ins.</b>             | <b>RE Ins.</b>                  |
|---|---|-----------------------------------|------------------------------|---------------------------------|
| <b>Borthyn VC.<br/>Ruthin</b>   | <b>24<sup>th</sup> – 28<sup>th</sup><br/>June 2002</b>    | <b>Mr M<br/>Maguire HMI</b>       | <b>Mrs M<br/>Turford HMI</b> | <b>Not Included</b>             |
| <i>Borthyn Primary in Ruthin, an area which is neither prosperous nor economically disadvantaged. At the time of Inspection There were 153 pupils on roll some of whom have Welsh as the first language. Nursery education is available in the mornings only for 14 children. Approximately 20% of pupils are entitled to free school meals and 30% of the pupils have special educational needs, of which 8 pupils have statements. At the time of the Inspection there were 7.3 full time equivalent teachers in post.</i>  |   |                                   |                              |                                 |
| <b>Ysgol Bro<br/>Famau</b>  | <b>24<sup>th</sup> – 28<sup>th</sup><br/>June 2002</b>    | <b>Mr Gareth<br/>Davies-Jones</b> | <b>Mrs Annette<br/>Evans</b> | <b>Mrs Annette<br/>Evans</b>    |
| <i>Ysgol Bro Famau is a 'cluster' of 3 units located on 3 separate sites at Llanarmon-yn-Iâl, Graianrhyd and Llanferres under the jurisdiction of 1 head. The area is described by the school as a mix between relatively prosperous areas and areas which are neither prosperous nor economically disadvantaged. At the time of the Inspection, the school had 98 pupils on roll including 8 nursery children, and employed 7.6 full time equivalent staff. 10% of the pupils receive free school meals. A total of 18 pupils are on stages 1-4 of the present SEN Code of Practice and 2 pupils have statements. All pupils come from homes where English is spoken.</i>  |   |                                   |                              |                                 |
| <b>Ysgol<br/>Pentrecelyn</b>  | <b>14<sup>th</sup> – 16<sup>th</sup><br/>October 2002</b> | <b>Mr Phil<br/>Mostert</b>        | <b>Mr Phil<br/>Mostert</b>   | <b>Ms R Orina<br/>Pritchard</b> |
| <i>Pentrecelyn is a naturally bilingual school 4 miles south of Ruthin, serving the agricultural community around the village of Pentrecelyn. The area is neither prosperous nor economically disadvantaged and pupils as neither privileged nor underprivileged. The full ranges of ability is present in the school 2% receive free school meals. The number of pupils on roll was 74. A third of the pupils come from homes where Welsh is spoken but 75% speak the language to first language standard. 14 pupils are on the SEN register, but no one with a statement. At the time of Inspection there were 4.5 full time equivalent teachers in pos</i>   |   |                                   |                              |                                 |
| <b>Ysgol Heulfre</b>  | <b>15<sup>th</sup> -17<sup>th</sup><br/>October 2002</b>  | <b>Ms L Thomas</b>                | <b>Ms L Thomas</b>           | <b>Mrs ME<br/>Hughes</b>        |
| <i>A small junior school for pupils mainly from the surrounding estate. During the Inspection 97 pupils were on roll. The catchment area is mainly disadvantaged and pupils represent the full range of ability. 49% of pupils were entitled to free school meals which is above the national average for Wales. English is the language spoken at home by all pupils. Thirty-one pupils (32%) are on the school's register of SEN. 6 being monitored, 10 on school action, 11 on school action plus and 4 are statemented. At the time of Inspection there were 6 full time equivalent teachers in post</i>  |   |                                   |                              |                                 |
| <b>Rhyl High<br/>School</b>   | <b>11<sup>th</sup> – 15<sup>th</sup><br/>November '02</b> | <b>Mrs A Powell</b>               | <b>Mr Heddwyn<br/>Evans</b>  | <b>Mr Heddywyn<br/>Evans</b>    |
| <i>Rhyl High School is an 11-18 mixed comprehensive school in Rhyl. The school site includes a leisure centre. There were 1186 pupils on roll drawn mainly from the town of Rhyl. The area is relatively disadvantaged economically and 21% of pupils receive free school meals. According to the National Assembly, one of the school's catchment areas is one of the most deprived wards in Wales. In contrast there are zones where there is relative affluence and little unemployment. The town attracts a number of transient families. Most pupils come from English speaking homes; less than 1% of pupils speak Welsh as a first language. 1% come from minority ethnic groups. There is a full range of ability represented in the school. 17% of pupils are on the school's register of pupils with SEN and 3% of the pupil population has a statement of SEN. At the time of Inspection there were 66.5 full time equivalent teachers in post</i> |   |                                   |                              |                                 |

|   |   |                            |                                |                         |
|---|---|----------------------------|--------------------------------|-------------------------|
| <b>Brynhyfryd High Ruthin</b>   | <b>18<sup>th</sup> – 22<sup>nd</sup> November '02</b> | <b>Mr Gareth W Roberts</b> | <b>Mr Heddwyn Evans</b>        | <b>Mr Heddwyn Evans</b> |
| <p><i>Ysgol Brynhyfryd is a naturally bilingual co-educational comprehensive school for pupils. It has about 1230 pupils on roll, including 240 students in the sixth form. The school serves a mainly agricultural area. 40% of pupils are drawn from the town and 60% from the surrounding rural area. About half the pupils are neither privileged nor underprivileged and the other half are relatively prosperous. Pupils are relatively advantaged and only 7% of the pupils are entitled to free school meals. The school receives pupils from the full range of ability. Thirty-two of the pupils (about 3% of Y7-Y11 pupils) have a statement of special educational needs (SEN). In addition, 103 pupils and students (10%) are on stages of the Code of Practice for SEN. This percentage is about half the national figure. 24 pupils have been disapplied from the National Curriculum (NC). The school houses a small county Welsh medium unit for SEN pupils with a range of learning difficulties. 35% of pupils have Welsh as the main home language; 65% where English is the main language. About 1% of pupils come from non-white ethnic backgrounds and speak languages other than English or Welsh at home. About 40% of the pupils can speak Welsh to first language standard. The school uses Welsh and English as media of instruction. At the time of the Inspection there were 73.6 full time equivalent teachers in post.</i></p> |   |                            |                                |                         |
| <b>Ysgol Mair (Aided) RC.</b>   | <b>28<sup>th</sup> – 31<sup>st</sup> January 2003</b> | <b>Mr D M Gray</b>         | <b>Mr D K Davies (Sec. 10)</b> | <b>Section 23</b>       |
| <p><i>Ysgol Mair is a Roman Catholic Voluntary Aided primary school in Rhyl. the catchment covers a large area, much of which is economically disadvantaged. There were 411 pupils at the school. 30% of the pupils come from non-Catholic homes. 23% of pupils receive free school meals and 95 pupils (23%), nine of whom are statemented, are designated as having special educational needs (SEN). Several ethnic groups are represented in the school's population. No pupils come from homes where Welsh is the first language. Overall, its pupils represent the full range of ability. At the time of the Inspection there were 16.3 full time equivalent teachers in post.</i></p>   |   |                            |                                |                         |
| <b>Christchurch Rhyl</b>  | <b>4<sup>th</sup>-7<sup>th</sup> March 2003</b>       | <b>Mr D M Gray</b>         | <b>Mrs E W Honour</b>          | <b>Mr D M Gray</b>      |
| <p><i>Christchurch is a primary school, serving the inner area of the town of Rhyl, with a catchment recognized as being particularly economically disadvantaged and with many less able and few able pupils. 51% of pupils are entitled to free school meals. 150 pupils (33%) are designated as having Special Educational Needs (SEN) of which 15 have statements, including those in the KS1 Moderate Learning Difficulties (MLD) class. Reaching up to 48% of the school population is a particularly large transient element. At the time of the inspection, there were 425 pupils and 17 full time equivalent teachers. Several ethnic groups are represented in the school's population and none with Welsh as their first language.</i></p>  |   |                            |                                |                         |

## Analysis of Inspection Reports Denbighshire SACRE

### 8 Schools

| Name of School        | Date of Inspection                                | Reg. Inspector         | SMSC Inspector         | RE Inspector         |
|-----------------------|---|------------------------|------------------------|----------------------|
| Borthyn VP            | 24-25 <sup>th</sup> June 2002                     | Mr M Maquire HMI       | Mrs M Turford HMI      | Not Included         |
| Ysgol Bro Famau       | 24 – 28 <sup>th</sup> June 2002                   | Mr Gareth Davies-Jones | Mrs Annette Evans      | Mrs Annette Evans    |
| Ysgol Pentrecelyn     | 14-16 <sup>th</sup> October 2002                  | Mr Phil Mostert        | Mr Phil Mostert        | Ms R Orina Pritchard |
| Ysgol Heulfre         | 15-17 <sup>th</sup> October 2002                  | Ms L Thomas            | Ms L Thomas            | Mrs M E Hughes       |
| Rhyl High School      | 11 <sup>th</sup> – 15 <sup>th</sup> November 2002 | Mrs A Powell           | Mr Heddwyn Evans       | Mr Heddwyn Evans     |
| Brynhyfrd High Ruthin | 18 <sup>th</sup> – 22 <sup>nd</sup> November 2002 | Mr Gareth W Roberts    | Mr Heddwyn Evans       | Mr Heddwyn Evans     |
| Ysgol Mair (Aided) RC | 28 <sup>th</sup> – 31 <sup>st</sup> January 2003  | Mr D M Gray            | Mr D K Davies (Sec.10) | Sect 23              |
| Christchurch Rhyl     | 4 <sup>th</sup> – 7 <sup>th</sup> March 2003      | Mr D M Gray            | Mrs E W Honour         | Mr D M Gray          |

### SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

#### Mentioned in Key Issues

#### *1 School*

*Fully meet statutory requirements to provide a daily act of collective worship for all pupils (Rhyl High School)*

*(Although a second school [Pentrecelyn] had it stated in the report that the school did not comply with statutory requirements, but not in the key issues)*

#### POSITIVE COMENTS

#### Provision for SMSC Development

#### *8 Schools*

- Overall, the school is very successful in promoting the spiritual, moral, social and cultural development of its pupils. Provision for these aspects of pupils' development is good. *(Bothyn VP)*
- Pupils' spiritual, moral, social and cultural development is good and reflects the positive and caring ethos of the school. *(Bro Famau)*
- Pupils' spiritual, and moral development is satisfactory. *(Pentrecelyn)*
- Pupils' spiritual, moral, social and cultural development is good *(Heulfre)*
- Pupils' spiritual, moral and cultural development is satisfactory. *(Rhyl HS)*

- Good opportunities to show initiative are developed through the school and year councils, which often focus on helping others both in and out of school. (*Rhyl HS*)
- Pupils' spiritual and moral development is good and their social and cultural development very good. (*Brynhyfryd*)
- The pupils' moral, social and cultural development is good. (*Ysgol Mair*)
- Most pupils take responsibility in a sensible manner. (*Ysgol Mair*)
- The pupils' moral and social development is good and their cultural and spiritual development is satisfactory. (*Christchurch*)

Observance/Promotion of Values/Good Manners/Respect

**8 Schools**

- Pupils have respect for each other and for adults, and they care for their surroundings. (*Bothyn VP*)
- Pupils are open and friendly in their responses to each other and to adults. (*Bothyn VP*)  
Pupils are fully aware of the different needs of their fellow pupils. (*Bothyn VP*)
- The clear principles and values expressed through the school's aims are seen in all aspects of school life. The curriculum and day to day life of the school provide pupils with regular opportunities to gain knowledge and insight into values and beliefs. (*Bro Famau*)
- The school promotes high moral standards. The pupils are aware of the need to show respect for others. (*Bro Famau*)
- Pupils are appropriately encouraged to respect the school's agreed rules and values. (*Pentrecelyn*)
- The school is a very caring community in which all pupils are valued and respected. (*Heulfre*)
- Pupils show respect towards people and property. They have a good understanding of their responsibility towards the environment. (*Heulfre*)
- They show respect for each other, their teachers, visitors to the school and for the school's environment and resources. (*Brynhyfryd*)
- Pupils are confident and self disciplined. (*Brynhyfryd*)
- Staff members promote positive values. (*Ysgol Mair*)
- The school makes a special effort to foster courtesy in pupils and to celebrate their achievements both in activities within school and those that are undertaken outside school. (*Ysgol Mair*)
- New pupils are helped to settle down with ease. (*Ysgol Mair*)
- Pupils welcome and speak confidently with visitors, reflecting the school's promotion of positive values and attitudes. (*Christchurch*)

- Pupils show appropriate awareness of the culture and traditions of Wales. Good use is made of incidental Welsh, both in lessons and around the school. (*Bothyn VP*)
- Pupils' awareness and knowledge of their cultural heritage, across a range of subjects and activities as part of the Cwricwlwm Cymreig, is good. Visits by local artists, including a parent, and involvement in the Urdd Eisteddfod, have a significant effect on their awareness of Welsh culture. (*Bro Famau*)
- Pupils are introduced well to other cultures and religions. (*Pentrecelyn*)
- Due attention is given to the Cwricwlwm Cymreig in the school's activities (*Pentrecelyn*)
- Pupils' cultural development is well promoted in relation to the Welsh dimension. (*Heulfre*)
- Visits to places of interest in the locality and further a field, including annual exchange visits with a school in South Wales and participation in Urdd activities, effectively enhance their awareness of Welsh culture and traditions. (*Heulfre*)
- Welsh culture is included in some subjects, e.g. history and geography and there is a successful school eisteddfod. (*Rhyl HS*)
- The school ethos promotes pupils' awareness of the locality and of Wales and its cultural heritage. The Cwricwlwm Cymreig (Welsh Curriculum) is planned across the subjects of the curriculum. (*Brynhyfryd*)
- The school promotes Welsh culture and traditions well and pupils have a good understanding of their own cultural heritage as well as others. (*Ysgol Mair*)

Knowledge/Understanding/Awareness of Other Cultures or Traditions **7 Schools**

- Pupils' awareness and respect for other cultures is at least satisfactory and is enhanced through, for example, the study of Islam in Year 4 (*Bothyn VP*)
- Pupils are developing an increasing appreciation of others' cultural traditions and beliefs and have benefited from a visit by Buddhist monks and a parent who is a Buddhist. (*Bro Famau*)
- Pupils are introduced well to other cultures and religions (*Pentrecelyn*)
- Pupils' knowledge and understanding of other cultures, religions and beliefs are developed effectively. (*Heulfre*)
- Multi-cultural education is reflected in aspects of work in some subjects, for example religious education, history, PSE and art. The European dimension of the curriculum is systematically developed through subject teaching and through visits to France. (*Rhyl HS*)
- Pupils' European and global awareness is developed through specific aspects of the curriculum and there are extensive opportunities to visit different countries through exchange schemes. Students from the sixth form benefited from participating in the World Challenge Programme in Australia last year. (*Brynhyfryd*)

- Opportunities are provided to nurture awareness of the importance of being global citizens, but appropriate emphasis is placed on developing pupils' awareness of the diversity of other cultures both in their own community, country and abroad. (*Christchurch*)

### Charities and Good Causes

### **7 Schools**

- Pupils make good efforts in supporting fundraising events and charities. (*Bothyn VP*)
- Charities benefit from the pupils' own and parents' generosity (*Bro Famau*)
- They make a worthy contribution to good causes. (*Pentreceelyn*)
- Pupils display their concern and a sense of responsibility for others through their support for a wide variety of good causes and charities, local, national and international. (*Rhyl HS*)
- The school tuck shop raises a substantial amount of money each year for good causes. (*Rhyl HS*)
- They show care for those less fortunate than themselves in the support given to a wide range of charities and fund-raising activities selected through the School Forum. These include Hope House, Shoebox Appeal and welcoming pupils from Romania into their homes. (*Brynhyfryd*)
- Pupils participate in campaigns to raise money for a number of good causes and supporting international charitable aid such as the gift aid sent recently to Romania. (*Ysgol Mair*)
- Pupils are encouraged to consider the needs of others less fortunate than themselves by generously supporting a number of charitable causes. (*Christchurch*)

### Aims/General Ethos

### **6 Schools**

- The school is a calm and secure place where pupils are happy. (*Bothyn VP*)
- The school's Christian ethos successfully fosters pupils' moral development. (*Bothyn VP*)
- The positive and caring ethos of the school. (*Bro Famau*)
- The school is a happy and caring community; all concerned work together to create an atmosphere where pupils are valued as individuals. (*Brynhyfryd*)
- Across a wide range of activities, pupils show pride in representing the school in events, competitions and local and national sports. (*Brynhyfryd*)
- The numerous notice boards around the school record visits, activities and pupils' successes. They reflect the commitment of pupils and teachers to the life and values of the school. (*Brynhyfryd*)
- It is a warm and caring Christian community. (*Ysgol Mair*)
- The school has a warm and welcoming ethos. (*Christchurch CP*)



## Opportunities for Collaboration/ Co-operation

## **6 Schools**

- Pupils develop their social skills successfully through working in pairs and groups; they collaborate and support each other well. Pupils are able to listen to and value one another's contributions and take turns appropriately (*Bothyn VP*)
- Pupils work well together in the classes (*Pentrecelyn*)
- Pupils collaborate effectively during group or paired activities. (*Heulfre*)
- Many pupils co-operate in pairs and groups naturally. They mix well socially and co-operate confidently across the age range. (*Rhyl HS*)
- Pupils are very co-operative and work well together in lessons and activities. (*Brynhyfryd*)
- Pupils work effectively in pairs, groups and when role-playing. (*Brynhyfryd*)
- Pupils mix well socially and co-operate across the age range. (*Brynhyfryd*)
- Pupils generally work and play harmoniously together. (*Christchurch*)

## Social Development/Interaction/Interpersonal Skills

## **6 Schools**

- Pupils develop their social skills successfully through working in pairs and groups; they collaborate and support each other well. Pupils are able to listen to and value one another's contributions and take turns appropriately (*Bothyn VP*)  
Pupils' cultural development is good. (*Bothyn VP*)
- Pupils' social development is good and is characterised by mutual respect. Pupils' co-operate well in work and play and the older pupils successfully support the younger children. They are courteous and polite at all times. (*Bro Famau*)
- Social and cultural development is good. (*Pentrecelyn*)
- A further contribution is made towards pupils' cultural and social development as they participate in public in services, concerts, sports competitions and eisteddfodau (*Pentrecelyn*)
- Pupils' social development is good. One of the main strengths of the school is its commitment to the social inclusion of pupils of all abilities and very diverse backgrounds. (*Rhyl HS*)
- The School Forum, work experience and school prefect system all contribute to pupils' social development. (*Brynhyfryd*)
- Residential visits, inter-school competitions and other extra-curricular activities make a good contribution to the pupils' social development. (*Ysgol Mair*)

### Quality of Acts of Collective Worship

**5 Schools**

- Acts of Collective Worship provide pupils with a positive start to the school day. (*Bothyn VP*)
- Acts of worship are part of the daily routine and within this time is allowed for quiet reflection and contemplation. Such experiences serve well to enhance pupils' spiritual development. (*Heulfre*)
- Assemblies are satisfactory in content and a suitable time is allocated for pupils to reflect. (*Rhyl HS*)
- They are Christian in character, include satisfactory participation by pupils and are effective in reinforcing the school's values and celebrating achievement. A 'Thought for the Day' forms part of the morning registration period for those with no designated act of collective worship in the school hall. At its best, collective worship in class is characterised by the positive contribution of teachers and meaningful participation of pupils. (*Brynhyfryd*)
- Musical accompaniment and tuneful singing make a positive contribution to worship. (*Christchurch*)

### Quality of Relationships

**5 Schools**

- Relationships are good. (*Bothyn VP*)
- The relationship between the great majority of pupils and adults is good. (*Pentrecelyn*)
- Pupils relate well to each other and to adults (*Heulfre*)
- Relationships throughout the school are very good. (*Brynhyfryd*)
- Relationships are good at all levels. (*Christchurch*)

### Opportunities to Reflect

**5 Schools**

- In acts of collective worship, pupils' are given opportunities to reflect on issues and relate them to their own lives. (*Bothyn VP*)
- The pupils are given opportunities to reflect and consider related issues in subjects such as religious education and history. (*Bro Famau*)
- Time is allowed for quiet reflection and contemplation. (*Heulfre*)
- In the other subjects there are opportunities to reflect on art, literature and the wonders of the natural world. (*Rhyl HS*)
- The 'Matrix Club' provides pupils with good opportunities to reflect on their experiences and those of others. (*Rhyl HS*)
- Suitable time is allocated for pupils to reflect. (*Rhyl HS*)
- Religious education provides opportunities for pupils to reflect. (*Brynhyfryd*)

### Extra Curricular Activities/Opportunities

**5 Schools**

- Pupils take part in a number of extra-curricular activities, including football sessions after school and on Saturdays. (*Bro Famau*)
- Extra-curricular activities, such as after-school clubs and various Urdd activities, make a substantial contribution towards the pupils' social and cultural development. (*Pentrecelyn*)
- A good range of extra-curricular activities, including sport, country dancing, information technology, music and art and craft, is provided. Such activities serve well to extend and enrich the social and cultural development of pupils. (*Heulfre*)
- The social awareness of pupils is fostered by means of a number of activities such as extra-curricular clubs and activities. (*Rhyl HS*)
- Across a wide range of activities, pupils show pride in representing the school in events, competitions and local and national sports. (*Brynhyfryd*)
- A good number of extra-curricular events make a very good contribution to pupils' cultural development. (*Brynhyfryd*)

### Policy on Racism/Promotion of Racial Harmony

**5 Schools**

- The school effectively promotes racial equality and diversity. (*Bothyn VP*)
- Racism and prejudice are challenged in PSE and religious education and all pupils are well integrated into school life. (*Rhyl HS*)
- Pupils from a number of different backgrounds and cultures are well integrated into school life. (*Brynhyfryd*)
- The school effectively promotes racial equality and cultural diversity. (*Ysgol Mair*)
- The school have a policy on racial equality. (*Christchurch*)

### Knowledge and Understanding of Right and Wrong

**4 Schools**

- Pupils are open and friendly in their responses to each other and to adults. (*Bothyn VP*)
- Pupils have a clear sense of what constitutes acceptable and unacceptable behaviour. (*Heulfre*)
- Pupils have a clear sense of right and wrong. (*Brynhyfryd*)
- Pupils are developing a good awareness of right and wrong. (*Ysgol Mair*)

### Moral (and Social) Development/Provision

**4 Schools**

- The school's Christian ethos successfully fosters pupils' moral development. (*Bothyn VP*)
- Pupils' moral development is satisfactory. (*Pentrecelyn*)
- Moral issues raised regularly in religious education, PSE and many subject areas. (*Rhyl HS*)

- Pupils learn of issues related to prejudice, honesty, choice and responsibility. (*Rhyl HS*)
- Appropriate display work reinforces pupils' moral development and promotes a positive response to the school's expectations of good behaviour. (*Christchurch*)

#### Spiritual Development

**4 Schools**

- Pupils' spiritual development is promoted well. (*Bothyn VP*)
- The general ethos of the school also supports pupils' spiritual development. It is also appropriately fostered in those lessons where pupils have opportunities to consider and reflect, either on their own work, or on the contributions of others. (*Bothyn VP*)
- Spiritual awareness is developed in religious education, communal worship and in a number of curricular subjects such as music, art and Welsh. (*Rhyl HS*)
- The Christian Club run by sixth form students also makes a good contribution to his aspect. (*Brynhyfryd*)
- Provision for pupils' spiritual development is satisfactory. (*Christchurch*)

#### Cultural Development

**4 Schools**

- Social and cultural development is good. (*Pentrecelyn*)
- Pupils' cultural development is well promoted in relation to the Welsh dimension. (*Heulfre*)
- Pupils' cultural awareness is developed in curricular subjects and through school and local activities. Music, sport, drama and art are particularly strong. A large number of pupils are involved in the school's annual musical production, art exhibitions and competitive sports. (*Rhyl HS*)
- The school's cultural activities and links with the local community make a substantial contribution to pupils' cultural development. Pupils benefit from visits to the theatre linked with Welsh, English and media studies, and from field trips locally and further afield in geography and science. (*Brynhyfryd*)
- A good number of extra curricular events, including Urdd activities, sports, concerts and visits to museums and religious buildings, also make a very good contribution to pupils' cultural development. (*Brynhyfryd*)

#### Compliance with Statutory Requirements for Collective Worship

**3 Schools**

- The school meets its statutory obligations in providing religious education and a daily act of worship. (*Bro Famau*)
- Regular acts of collective worship are held throughout the week for individual year groups. (*Brynhyfryd*)
- Daily acts of worship are held on a class and whole-school basis and the arrangements comply with the statutory requirements. (*Christchurch*)

### Links with/Involvement in the Local Community

**3 Schools**

- Links with the community are good and pupils attend the Explorer Club which is a Sunday School meeting held after school at one site and open to all pupils. *(Bro Famau)*
- There are good links with local churches and visiting clergy make contributions to the year and whole school collective acts of worship. *(Rhyl HS)*
- Sixth-form students are particularly active in school and the local community, mentoring younger pupils, fund raising and representing the school in a wide range of events in the local community. *(Rhyl HS)*
- Together, pupils produce excellent weekly Talking Newspaper for their local community. *(Brynhyfryd)*

### Contribution of Collective Worship to SMSC Development

**2 Schools**

- Pupils' spiritual development is promoted well in acts of collective worship, where they are given opportunities to reflect on issues and relate them to their own lives. *(Bothyn VP)*
- Acts of worship are part of the daily routine and within this time is allowed for quiet reflection and contemplation. Such experiences serve well to enhance pupils' spiritual development. *(Heulfre)*

### Pupils response to SMSC Provision

**2 Schools**

- The majority of pupils respond well and treat their teachers and each other with respect. *(Rhyl HS)*
- Not all pupils are able to cope securely with the demands of living and working co-operatively in the school community, but the school's support and values encourage them to respond positively. *(Rhyl HS)*
- Pupils' moral development is well fostered both in the curriculum and in the general life of the school. *(Ysgol Mair)*

### Contribution of RE to SMSC Development

**2 Schools**

- Religious education makes a strong contribution to pupils' spiritual development, providing opportunities for pupils to reflect on their own experiences, to consider life's fundamental questions and to develop a respect for the beliefs of others. *(Brynhyfryd)*
- Social skills develop well through community events and pupils are courteous and friendly. They welcome and speak confidently with visitors, reflecting the school's promotion of positive values and attitudes. *(Christchurch)*

### Contributions of other subjects to SMSC Development

**2 Schools**

- The general ethos of the school also supports pupils' spiritual development. It is also appropriately fostered in those lessons where pupils have opportunities to consider and reflect, either on their own work, or on the contributions of others. (*Bothyn VP*)
- A number of other subjects including art, design & technology, Welsh, science and history also make a contribution by providing opportunities for pupils to gain an understanding by development of a sense of curiosity through reflection on their own and others people's work, lives and beliefs. (*Brynhyfryd*)

### Staff/Adults as Role Models

**2 Schools**

- Adults at the school provide very good role models. (*Bro Famau*)
- Teachers and all other adults connected with the school set good examples in the constructive way they work with pupils and with each other to create a positive, caring and supportive community. (*Christchurch*)

### Opportunities to Obtain Information/ Consider Values & Beliefs

**2 Schools**

- In religious education, pupils discuss their own and other people's beliefs and understand how beliefs influence believers' lifestyles. (*Rhyl HS*)
- In a range of subjects, including religious education, PSE, geography and science, pupils reflect on wider moral and ethical concerns relating to economics, racism and prejudice. Pupils express their opinions sensitively and honestly. (*Brynhyfryd*)

### Examples from Contemporary Wales / Curriculum Cymreig and RE

**1 School**

- Appropriate display work reinforces pupils' moral development and promotes a positive response to the school's expectations of good behaviour. (*Christchurch*)

### Character of Acts of Collective Worship

**1 School**

- Pupils work well together in the classes (*Pentrecelyn*)

### Responsibility for Own Learning

**1 School**

- When given opportunities to develop independence in their learning, pupils respond well. (*Heulfre*)

## NEGATIVE COMMENTS

### Curriculum Cymreig / The Welsh Dimension

**2 Schools**

- Welsh Culture is less well developed. There are only a few bilingual signs around the school and the Cwricwlwm Cymreig is not systematically planned across all areas of the curriculum. (*Rhyl HS*)
- Pupils' knowledge and understanding of the culture and heritage of Wales is less well developed. (*Christchurch*)

### Quality Acts of Collective Worship

**2 Schools**

- The unsatisfactory environment and acoustics in the sports hall do not help to create an ideal ethos for worship. (*Rhyl HS*)
- A significant number of classes do not achieve these standards. (*Brynhyfryd*)

### Opportunities to Reflect

**2 Schools**

- Pupils are not always given the opportunity for reflection and to consider the significance of messages presented within a devotional atmosphere during collective worship. (*Bro Famau*)
- The school does not comply with the statutory requirements to conduct a daily service. It fails to create a devout ethos in the services and pupils have scant opportunities to reflect on their personal beliefs and values. (*Pentrecelyn*)

### Compliance with Statutory Requirements for Collective Worship

**2 Schools**

- The school does not comply with the statutory requirements to conduct a daily service. (*Pentrecelyn*)
- There are no opportunities for pupils to participate in collective worship in many registration classes. This does not meet with statutory requirements. (*Rhyl HS*)

### Observance/Promotion of Values/Good Manners/Respect

**1 School**

- Pupils' respect for their environment is less well developed with a substantial amount of litter left around the school campus following break times. (*Rhyl HS*)
- A minority of pupils in KS3 and KS4 have a negative attitude to developing good social behaviour and self-discipline. (*Rhyl HS*)

### Character of Acts of Collective Worship

**1 School**

- The school does not comply with the statutory requirements to conduct a daily service. It fails to create a devout ethos in the services and pupils have scant opportunities to reflect on their personal beliefs and values. (*Pentrecelyn*)

## Spiritual Development

*1 School*

- Some opportunities are lost to enhance the pupils' spiritual awareness and self knowledge. (*Christchurch*)

## **RELIGIOUS EDUCATION**

### *Key Issues*

*1 School*

*Raise standards.....in the subjects judged to be satisfactory. (Pentrecelyn)*

### Standards of Achievement

*6 Schools*

- Standards are good in KS1 and KS2. (*Bro Famau*)
- Standards are satisfactory at KS1 and KS2 (*Pentrecelyn*)
- Standards of achievement are good across the key stage (*Heulfre*)
- Standards of achievement are good in KS3 and KS4. (*Rhyl HS*)
- Standards of achievement are good . [RS] (*Rhyl HS*)
- Standards of achievement are good at KS3 and in the few lessons observed, good at KS4. (*Brynhyfryd*)
- Standards of achievement are good at KS4 and in the sixth form. [RS] (*Brynhyfryd*)
- GCSE standards are good and higher than the average for the LEA and Wales. [RS] (*Brynhyfryd*)
- Standards of achievement are good in KS1 and KS2. (*Christchurch*)
- **Awaiting Section 23 of Report** (*Ysgol Mair*) (*Borthyn VP*)

### Knowledge/Understanding of Christianity

*6 Schools*

- In both key stages, pupils develop a secure knowledge and understanding of the beliefs and practices of Christianity and other major faiths, as required by the locally agreed syllabus. (*Bro Famau*)
- At KS1 pupils have good knowledge about the main Christian festivals and understand the purpose of the celebrations. (*Pentrecelyn*)
- Pupils understand the religious significance of various artefacts associated with Christianity. They are familiar with the main Christian festivals and have taken part in a pretend wedding ceremony at the local church. They discuss at length the meaning of vows taken within a church setting and how this is different from a civil wedding service. (*Heulfre*)
- Pupils show good understanding of the significance of symbols such as a dove, a halo, fish, a cross and lighted candles and can link some of these to specific parts of the Bible. (*Heulfre*)
- KS3 pupils show good factual knowledge of religions and write clear explanation of the function of objects, people and what it means to belong. (*Rhyl HS*)



- KS4 pupils' factual knowledge and understanding of the Christian faith are good. [RS] (*Brynhyfryd*)
- Pupils can identify some of the main celebrations within Christianity. (*Christchurch*)

#### Knowledge/Understanding/Inclusion of Religions other than Christianity

**6 Schools**

- In both key stages, pupils develop a secure knowledge and understanding of the beliefs and practices of other major faiths as required by the locally agreed syllabus. (*Bro Famau*)
- Pupils have gained a greater understanding of these aspects through visits by Buddhist Monks and a parent who is a Buddhist. (*Bro Famau*)
- At KS2 pupils are very familiar with elements of other religions and understand that other people have different values that should be respected. (*Pentrecelyn*)
- Younger pupils can compare the use of various artefacts from the Jewish faith with those of the Christian faith. (*Heulfre*)
- Across the key stage, pupils study religious beliefs other than Christianity and they talk knowingly of similarities and differences between the outward symbols and life styles of followers of faiths such as Hinduism and Judaism. (*Heulfre*)
- As an introduction to the teaching of Hinduism, pupils discuss the many things that parents teach their children. They understand the belief about an invisible God whose presence is all around. (*Heulfre*)
- KS3 pupils show good factual knowledge of religions and write clear explanation of the function of objects, people and what it means to belong. (*Rhyl HS*)
- KS4 Pupils' factual knowledge and understanding of Judaism are good. [RS] (*Brynhyfryd*)
- In KS1 pupils are aware of some of the different religions and customs within their community and further a field. They have an understanding of the importance of celebrations in their own lives and in others. (*Christchurch*)
- In KS2 pupils can identify some of the main celebrations within Judaism. (*Christchurch*)
- KS2 pupils have a good a level of awareness of what is important in Judaism. They know how important the Torah is to Jews, how it is read and its function within the synagogue. (*Christchurch*)

#### Knowledge/Understanding of Religious Concepts/Themes

**6 Schools**

- Pupils are developing an awareness of how and why believers of various faiths worship, meditate and celebrate their faith. Pupils have gained a greater understanding of these aspects through visits by Buddhist monks and a parent who is a Buddhist. (*Bro Famau*)

- In KS2, pupils are gaining a greater understanding of worship and the significance of religious celebrations and rites. They are able to describe the main features of religious ceremonies which are common to all religions, such as birth, marriage, coming of age and death. (*Bro Famau*)
- At KS1 pupils are aware of the importance of friendship and care for others (*Pentrecelyn*)
- At KS2 pupils have a good understanding of the significance of religious practices and rules. They are very familiar with elements of other religions and understand that other people have different values that should be respected. (*Pentrecelyn*)
- Pupils have good knowledge of the work of world religious leaders and benefactors and they are very aware of the importance of caring for others. (*Pentrecelyn*)
- Pupils reflect in depth on various journeys and their purpose and think of changes in themselves from babyhood to schoolchild. (*Heulfre*)
- Pupils discuss friendships and relationships with other people and how stories from the Bible help them to know right from wrong. (*Heulfre*)
- KS3 less able pupils show good knowledge of the unique features of religious traditions and understand the symbols linked to the religions. (*Rhyl HS*)
- Most pupils are competent in recalling factual information from previous learning about social and moral issues. **[RS]** (*Rhyl HS*)
- Pupils, across the range of ability, at KS3 show good knowledge and understanding of the units of work studied, reflecting the Agreed Syllabus. (*Brynhyfryd*)
- Pupils make good progress in their knowledge of how and why believers from different religions worship, reflect and celebrate their faith. (*Brynhyfryd*)
- Pupils with SEN at KS3 have a good knowledge of the topics studied. (*Brynhyfryd*)
- KS4 pupils develop their understanding of the ways creeds and religious practices handle the questions raised from their experience of the natural world and human inter-relationship. (*Brynhyfryd*)
- KS4 pupils have a good understanding of the authority believers attach to religious issues and traditions. **[RS]** (*Brynhyfryd*)
- Sixth form students have secure knowledge and understanding, and the majority can apply this appropriately to the questions and issues raised by the natural world and human relationships. **[RS]** (*Brynhyfryd*)
- In both KS pupils are aware of the function of prayer and write their own prayers to good effect. (*Christchurch*)
- In KS2, the pupils know that celebrations take place at certain times within a person's life. (*Christchurch*)
- Older pupils in this key stage have recently explored concepts relating to good conduct, producing work that shows a good level of understanding. (*Christchurch*)

### Knowledge/Understanding of Bible/Bible Stories

**4 Schools**

- In class lessons and assemblies, pupils listen to stories from the Bible and to a range of other stories which foster caring attitudes and good moral values. (*Bro Famau*)
- At KS1, pupils have a good knowledge of Bible stories and characters. (*Pentrecelyn*)
- Pupils discuss friendships and relationships with other people and how stories from the Bible help them to know right from wrong. (*Heulfre*)
- In both key stages, pupils have a good knowledge of stories from the Bible. (*Christchurch*)

### Relationship of Scheme of Work to Agreed Syllabus

**3 Schools**

- The County SACRE syllabus is well presented. (*Bro Famau*)
- The content of the County Standing Council Syllabus is presented appropriately (*Pentrecelyn*)
- The programme of study addresses the requirements of the Agreed Syllabus for the County of Denbighshire. (*Christchurch*)

### Opportunities for Discussion of Issues/Feelings/Moral Issues

**3 Schools**

- Pupils confidently discuss religious and moral issues with increasing awareness. (*Bro Famau*)
- KS4 class discussions, pupils are honest and on the basis of their knowledge they can generalise and form an opinion. (*Rhyl HS*)
- In KS4 lessons and in their written work, pupils show good knowledge and understanding of the religious, moral and social issues. (*Rhyl HS*)
- In the topics studied, the knowledge and understanding of KS4 pupils of current moral issues is developing well. (*Brynhyfryd*)

### No Shortcomings

**2 Schools**

- There are no significant shortcomings . (*Heulfre*)
- There are no significant shortcomings (*Christchurch*)

### Visits to Local Churches/Chapels/Places of Worship

**2 Schools**

- Pupils make effective use of visits to local places of worship and are able to talk about various parts of the buildings and their artefacts in an informed manner. (*Bro Famau*)
- Pupils are familiar with their local church. (*Heulfre*)
- Pupils understand why the church building is in the shape of a cross, how stained glass pictures represent stories from the Bible and the purpose of a font and of a chalice in religious ceremonies. (*Heulfre*)

### Knowledge/Awareness of Famous Lives

**2 Schools**

- Pupils have a good knowledge of the work of world religious leaders and benefactors and they are very aware of the importance of caring for others. (*Pentrecelyn*)
- Pupils know for example, that Mother Theresa's care and compassion was motivated by own beliefs. (*Christchurch*)

### Opportunities / Ability to Express Own Ideas/Work

**2 Schools**

- By Y9, most KS3 pupils express their own points and feelings and are beginning to evaluate ideas and find sensible reasons for supporting one view rather than another. (*Rhyl HS*)
- KS4 pupils in pair and group work, are honest, and on the basis of their knowledge they can generalise and form an opinion. [RS] (*Brynhyfryd*)

### Quality/Variety/Sufficiency of Written Work

**2 Schools**

- Pupils produce good written work and make relevant references to religious sources. [RS] (*Rhyl HS*)
- The presentation of final work is good. (*Brynhyfryd*)
- At KS4 the standard of pupils written work is good. They complete a good range of tasks and the more able analyse skilfully and use it as evidence to present a balanced opinion effectively. [RS] (*Brynhyfryd*)
- 

### Use of co-operation/Group Work in RE Lessons/Work

**2 Schools**

- In the short course KS4 pupils co-operate well in class to share information, come to a conclusion and present information. (*Rhyl HS*)
- In pair and group work, they are honest, and on the basis of their knowledge they can generalise and form an opinion. (*Brynhyfryd*)
- KS4 pupils in pair and group work, are honest, and on the basis of their knowledge they can generalise and form an opinion. [RS] (*Brynhyfryd*)

### Familiarity with Technical Terms/Vocabulary

**2 Schools**

- Across the ability range, KS3 pupils can recognise technical terms in religion and can explain their meaning both orally and in their written work. (*Rhyl HS*)
- Across the ability range, pupils' ability to use appropriate vocabulary to discuss religious affairs, both orally and in writing, is good. (*Brynhyfryd*)
- KS4 pupils make good progress in their ability to master a range of words, terms and images that enable them to discuss with understanding issues related to the religions. [RS] (*Brynhyfryd*)

### Aware of the Impact of Belief on Lifestyle

**2 Schools**

- KS4 pupils develop an understanding of why certain things are right and wrong and how moral values may be embodied in religions. (*Rhyl HS*)
- Pupils have an understanding of how religious belief influences people's views on these issues. **[RS]** (*Rhyl HS*)
- KS2 pupils have come to understand that people's beliefs affect their lives. (*Christchurch*)

### Examples from Contemporary Wales/Curriculum Cymreig and RE

**2 Schools**

- In KS1, pupils become aware of places of specific interest through listening to and discussing stories such as the story of Sant Melangell. (*Bro Famau*)
- By studying local places of worship, their knowledge of religious practice in Wales develops well. (*Brynhyfryd*)

### Development of Key Skills through RE Work

**2 Schools**

- At sixth form essays of the majority include consideration of the opinion of religious expositors and material from suitable sources. They gather and analyse information well. **[RS]** (*Brynhyfryd*)

### Progress Since Last Inspection

**2 Schools**

- The department has made good progress since the last Inspection. **[RS]** (*Rhyl HS*)
- Since the last Inspection standards of achievement have improved. (*Brynhyfryd*)

### Quality of Relationships

**1 School**

- By Y5 and y6 Pupils compose appropriate prayers for specific occasions and they understand the purpose and meaning of prayer. (*Pentrecelyn*)

### Ability to Ask Questions to Develop Understanding

**1 School**

- KS3 more able pupils develop the ability to ask perceptive questions and they enlarge on their observations with confidence when asked to. (*Rhyl HS*)

### Understanding of Community and of Responsibilities for Members

**1 School**

- All pupils show good awareness of the importance of belonging to a family and a community and of the responsibilities towards those less fortunate than themselves. (*Bro Famau*)

### Character of Acts of Collective Worship

**1 School**

- In KS1, pupils have developed a good understanding of the importance of caring and good relationships. They have used the story of The Good Samaritan to emphasize the importance of friendship and put it effectively into a modern context that they are able to identify closely with. (*Christchurch*)

### KS4/Post 16 Provision of Examination Classes in RS

**1 School**

- Over the last two years GCSE short course results have been good. In 2002, two thirds of the cohort entered GCSE examinations in the short course. Almost all pupils gained grades A\*-G and the percentage of pupils gaining grades A\*-C was equal to the national average and exceeded the LEA average. (*Rhyl HS*)
- KS4 pupils have the opportunity to sit the GCSE short course or CoEA (*Rhyl HS*)
- No Sixth form lessons were observed during the week of the Inspection. There is a well planned course in place. (*Rhyl HS*)
- Y11 pupils who do not wish to sit the GCSE short course sit the CoEA examination where, recently, most pupils have gained A-C grades. [RS] (*Rhyl HS*)

### Opportunities to Develop/Use of Skills of Investigation/Research

**1 School**

- KS3 pupils' ability to gather information and interpret it for joint projects is good. (*Brynhyfryd*)

## **NEGATIVE COMMENTS**

### Quality/Variety/Sufficiency of Written Work

**3 Schools**

- At KS1, tasks present insufficient challenge and this affects standards at the end of the key stage. (*Pentrecelyn*)
- In KS3 some of the pupils work is limited by the undemanding nature of the tasks. (*Rhyl HS*)
- In written work, pupils do not always address the relevant issue but too often describe events. [RS] (*Rhyl HS*)
- Very good standards of oral achievement are not always reflected in the written work at KS3. (*Brynhyfryd*)
- A minority of pupils and students, KS4 and sixth form, produce satisfactory work; they have an appropriate grasp of the content of the syllabus but there is lack of detail and analysis in some of the work and they tend to a narrative style. [RS] (*Brynhyfryd*)

Opportunities for Discussion of Issues/Feelings/Moral Issues **2 Schools**

- At KS1 and KS2, there is little investigation of moral and spiritual issues. (*Pentreceelyn*)
- At KS4 opportunities to reflect and discuss moral and social contemporary issues are insufficient. (*Rhyl HS*)

Ability to Ask Questions to Develop Understanding **1 School**

- Older pupils' ability to enquire and form an opinion on the big questions of life is underdeveloped. (*Pentreceelyn*)

KS4/Post 16 Provision/Content of Statutory RE Programme **1 School**

- There is no statutory religious education course in the sixth-form. (*Brynhyfryd*)

Time Allocation for RE **1 School**

- The time earmarked for the subject at KS4 does not allow the completion of the requirements of the Agreed Syllabus and an opportunity is lost to build on the good standards of achievement at KS3. (*Brynhyfryd*)

Spiritual Dimension of RE **1 School**

- Pupils' understanding of the spiritual dimension is less developed than other aspects. (*Bro Famau*)

Behaviour/Attention to Work **1 School**

- In KS3 some lessons 'chatty' behaviour by a minority of pupils restricts the learning of the rest of the class. (*Rhyl HS*)
- Periods of prolonged or intermittent absence restricts the progress of some pupils. [RS] (*Rhyl HS*)

## **Analysis of Inspection Report Denbighshire SACRE**

### *1 School - Section 23*

| School  | Date  | Inspector                                       |
|---------|---|---|
| Borthyn | 15 <sup>th</sup> – 22 <sup>nd</sup><br>March 2002 | The Revd.<br>Cannon Dr.<br>Graham D<br>Loveluck |

### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

#### *Key Issues:*

- ❖ *The inclusion of the Ethos Statement in the prospectus*
- ❖ *The more frequent use of a relevant Bible reading at worship*
- ❖ *A closer adherence to the Liturgical Year in the planning of worship*

### **POSITIVE COMMENTS**

#### **Opportunities for Responsibility and Initiative**

- The pupils exhibit good behaviour and are well disciplined. No pupil has been excluded during the last twelve months.

#### **Quality of Acts of Collective Worship**

- Collective worship is always satisfactory but, more generally, is of a good standard.
- The planning of worship is good.
- Worship is well resourced.
- Members of staff are fully supportive of collective worship and all are present for the daily act of worship. Parents are invited to the Friday assembly when pupil achievement is celebrated.
- Worship takes place in the fine school hall which, with its magnificent ceiling, is a particularly appropriate venue.
- Pupils enter the hall in an orderly manner and seat themselves in lines on the floor.
- At each act of worship a sense of occasion is engendered. Worship commences with a welcome and a versicle and response. A hymn is sung and then a story illustrating the theme is told. During the Inspection Y5 and Y6 pupils gave a splendid presentation on Sir Winston Churchill. This gripped the whole school. It was particularly impressive because the teacher who prepared the pupils was not himself present but they went ahead with minimum supervision.



### **Quality of Relationships**

- Relationships between staff and pupils are good.

### **Charities and Good Causes**

- The school has a good record of charitable giving. A single charity is chosen each year for support. The *NSPCC* and the *Hope House Appeal* have each benefited from this. Y6 pupils organised their own support for the *Rhuthun Flood Appeal* and raised £300

### **Aims/General Ethos**

- Accommodation is good and is well looked after; the caretaking is of a very high standard and the standard of the display in the teaching rooms and corridors is quite superb. It is clearly identified as a Church controlled school.
- There is a caring and happy atmosphere within the school which provides a strong basis for the pupils' spiritual and moral development.

### **Compliance with Statutory Requirements for Collective Worship**

- The statutory requirements for a daily act of collective worship is fully met.

### **Character of Acts of Worship**

- The worship is wholly Christian, of good quality and in accordance with the Trust Deed and the school's Ethos Statement.

### **Visits to Local Places of Worship**

- The school visits the parish church for services at the principle Festivals.

### **Spiritual Development**

- There is a caring and happy atmosphere within the school which provides a strong basis for the pupils' spiritual and moral development.

### **Saying of / Writing / Composing of Prayers**

- The pupils also led the prayers and the saying of the Lord's Prayer.

### **Links with / Involvement in the Local Community**

- The local community, parish and parents enthusiastically support the school which is a very happy school.
- There is a good relationship between the parish and school. The incumbent visits regularly, conducts collective worship and is a Foundation Governor.
- The school derives much benefit from the local commerce and industry. Its football and netball kit and two CD players have been provided by sponsors.

The school has helped with town survey and local environmental projects and provides work experience placements for old pupils now at the local comprehensive school.

### **Displays / Artefacts Used to Promote Interest/Enhance Teaching/Learning**

- The use of artifacts, an attractive style of delivery with the appropriate use of language ensures the attention of pupils throughout.

### **Policy on Collective Worship**

- There is a carefully drawn up policy document for collective worship.
- Parents' right of withdrawal of their children from collective worship and/or religious education is stated in the prospectus but none have chosen to do so.#

## **NEGATIVE COMMENTS**

### **Quality of Acts of Collective Worship**

- Unfortunately they (parents) do not participate in the worship and are merely spectators.
- A short Bible reading related to the theme would be very appropriate as would the use of the Grace to close the worship and mark the division between the collective worship and the remainder of the assembly.

### **Character of Acts of Collective Worship**

- The emphasis on the Liturgical Year needs to be enhanced and maintained.
- Reference to the Festivals of the other great monotheistic faiths need only be made when they are immediately relevant to current concerns, for example, Ramadan and Pesach.

### **Policy on Collective Worship**

- It needs further revision in order to reflect the good practice observed in the school. It need to be more focussed on the aims of the school's of collective worship.