

Agenda Item No. 2

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, Council Offices, Wynnstay Road, Ruthin on Wednesday, 14th July, 2004 at 10.00 a.m.

PRESENT

Representing Denbighshire County Council

Councillors M.M. Jones (Chair), R.E. Barton (observer), G.C. Evans, K.N. Hawkins, N. Hugh-Jones, C.L. Hughes, G.A. Jones, H. Jones (observer) and G.J. Pickering

Representing the Denbighshire Teachers' Joint Negotiating Committee

I. Barros-Curtis, J. Hannam and M.B. Lloyd

Representing Religious Denominations

T. Bryer, M. Colbert, H. Ellis, M. Evans, S. Harris, Parch J. Owen and P. Speirs

ALSO PRESENT

Inspector/Adviser R.E., Senior Education Officer (Primary) and Administrative Officer (K.E. Jones)

APOLOGIES FOR ABSENCE WERE RECEIVED FROM

Rev. P.J. Collinson, Rev. Prof. L.J. Francis and Councillor D. Owens

Apologies for absence had also been received from Sioned Bowen, Corporate Director Lifelong Learning and Ieuan Lloyd Roberts, Head of Education Services.

SILENT REFLECTION

The meeting began with a few minutes silent reflection.

WELCOME

The Chair took the opportunity to welcome members and officers to the meeting and a special welcome was extended to the newly appointed county councillors who were attending their first SACRE meeting. She also referred to the important work of SACRE and the valuable contribution of its members from all representative groups on the committee.

1. MINUTES

The minutes of the meeting held on 26th February, 2004 (previously circulated), as approved by the County Council on 18th May, 2004 were submitted.

Rev. J. Owen explained that he had set out to attend the last SACRE meeting but had been prevented due to the inclement weather and it had been too late to submit his apologies for absence at that time.

Matters Arising

Page 3 - Item No. 1030 Minutes - The Inspector/Adviser RE referred to the Annual SACRE report circulated at the last meeting and advised that, together with the Chair, Councillor M.M. Jones and Mrs. M.B. Lloyd, he had been involved in the consultation process with ACCAC on the new guidance for annual SACRE reports. He confirmed that they would be responding to the consultation document on behalf of Denbighshire SACRE.

Page 6 - Item No. 1034 Welsh Baccalaureate Specification - The Inspector/Adviser RE updated members on progress since the last meeting advising that a delegate from WASACRE and NAPfRE had met with representatives from the Welsh Assembly Government to discuss this issue. He was pleased to report upon a positive debate when it was agreed that (1) a letter would be sent to all schools involved in the current pilot scheme and the second pilot scheme to reaffirm the need to provide RE despite following the baccalaureate, (2) in revising the specification after the pilots a statement would be inserted into the introduction to make it clear that schools must provide RE as part of their statutory requirements, and (3) WASACRE and NAPfRE would formulate some guidance for SACREs to ensure that the Agreed Syllabus made links with the Welsh Baccalaureate.

Page 10 - Item no. 1037 Nominations of representatives for election to the WASACRE's executive committee - Mrs. M.B. Lloyd reported Councillor A. Jones of Gwynedd had withdrawn and the Inspector/Adviser RE had been appointed Vice-Chair of WASACRE. The Chair congratulated the Inspector/Adviser RE on this appointment. The elections for the Executive Members were unopposed and the Chair of SACRE, Councillor Morfudd Jones was one of those appointed to the Executive Committee.

At the request of the Chair, for the benefit of new members, the Inspector/Adviser RE explained the make up of SACRE, the three representative groups and voting rights on the committee. He also provided a brief outline of the main responsibilities of SACRE in law including: monitoring the performance and standards of RE and Collective Worship; advising the LEA on matters relating to RE and Collective Worship, and the production of an annual report of its work.

RESOLVED that the minutes be received.

2. DRAFT FRAMEWORK FOR CHILDREN'S LEARNING IN THE FOUNDATION PHASE

The Inspector/Adviser RE submitted a report (previously circulated) on the new ACCAC guidance for children's education from 3 - 7 years based on educators planning cross-curricular activities devised around seven areas of learning. Members were asked to consider the implications for the Agreed Syllabus and guidance that may need to be offered to schools.

The Inspector/Adviser RE reported that there would be further changes to the draft document but he had been unable to ascertain from ACCAC when the final version would be made available. He proceeded to take members through the draft document explaining the current arrangements from early years provision, through the four key stages, plus post 16 education for which RE must be provided for in schools. The Welsh Assembly Government would be introducing changes to the existing arrangements and proposed to formulate a phase to cover the early years and Key Stage 1 with seven areas of learning covered in that foundation phase:-

- Personal and Social Development and Well-being
- Language, Literacy and Communication Skills
- Mathematical Development

- Bilingualism and Multicultural Understanding
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Members were advised that the existing early years provision was delivered using desirable learning outcomes which, with some exceptions, were the same as the seven areas of learning. From SACRE's perspective members needed to consider where RE would fit within the suggested framework and the Minister for Education and Lifelong Learning had been asked to consider two proposals: (1) to include RE as an eighth level of learning in view of its statutory nature, or (2) to strengthen RE in all seven areas of learning.

The Inspector/Adviser RE highlighted the importance of the proposals for SACRE, particularly with regard to the committee's responsibilities in offering guidance to schools once the framework had been finalised after taking into account the new requirements. In view of this the Inspector/Adviser RE suggested that members consider appointing a working group to give guidance to the LEA taking into account the new development. The Senior Education Officer (Primary) advised that one school in Denbighshire would be going through the pilot and much could be learnt from that process which would prove advantageous to the working group set up to consider the new development.

Mrs. J. Hannam confirmed that Bodnant Infants School would be involved in the pilot process and the school's recommendations would be passed onto the Welsh Assembly. She also highlighted the need for staff training for those working in playgroups who had not had the benefit of teacher training.

Members were pleased with the proposals to strengthen RE in schools and the opportunity for SACRE to provide guidance to schools in the teaching and delivery of RE and after discussion it was:-

RESOLVED that the LEA be requested to set up a working group to consider the new requirements for children's education from 3 - 7 years and the implications for the Agreed Syllabus and guidance that may need to be offered to schools.

3. PRESENTATION “RE IN YSGOL GELLIFOR” BY KATE DOWELL, RE CO-ORDINATOR

The Chair introduced and welcomed to the meeting Ms. Kate Dowell, RE Co-ordinator at Ysgol Gellifor, who was in attendance to give a presentation on the provision and delivery of Religious Education in the school.

Ms. Dowell proceeded to deliver a power point presentation with particular emphasis on the following areas:-

- the teaching of RE in the primary sector to reflect the fact that the religious traditions of Great Britain were in the main Christian, whilst taking account of the teaching and practices of other principal religions represented in Britain;
- the elements of teaching RE including common requirements and key skills common to all subjects and attitudes and skills specific to RE;
- Collective Worship being distinct from RE involving the development of spiritual awareness and understanding leading towards pupils making their own choices in a sensitive manner;
- the delivery of RE across the whole school involving planning; monitoring, evaluating and reviewing with class teachers delivering to individual class through various learning styles including visual, auditory and kinaesthetic;
- the practicalities of delivering RE including the positive relationship with the local Minister and Rector leading to the use of the chapel and church at least four times each year; the Minister and Rector leading school services at least once each half term; Harvest Festival; ‘The Meaning of Christmas’ Service; The Easter Message, and Leavers’ Blessing;
- the church being one of the school’s best resources, e.g. the ‘baptising’ of dolls and teddies at key stage 1 and at key stage 2 children learn about Holy Communion through role play, and
- Christianity and other faiths including Judaism; Hinduism and Buddhism; teaching and learning from experience; international links to facilitate better understanding of diversity, and the

responsibilities of an RE teacher to teach understanding, skills, knowledge and attitudes.

In closing Ms. Dowell thanked SACRE for their guidance on methods of teaching agreed syllabus RE and highlighted the need to bring global issues through stronger as the philosophy at Ysgol Gellifor was 'One World'.

Members thoroughly enjoyed the presentation and took the opportunity to raise questions with Ms. Dowell regarding various aspects of RE provision in Ysgol Gellifor, particularly referring to the teaching of different world religions and differences in Christianity.

The Chair thanked Ms. Dowell for her interesting and informative presentation which had given an insight into the tremendous work undertaken in Ysgol Gellifor in delivering Religious Education. Members echoed those sentiments and paid tribute to the quality and variety of teaching methods carried out within the school to ensure that the subject was relevant and interesting for pupils.

RESOLVED that the presentation by Ms. Kate Dowell on RE in Ysgol Gellifor be received and noted.

The Inspector/Adviser RE confirmed that he would arrange for an Infant School Teacher to deliver a similar presentation to members at a future SACRE meeting. Mrs. M.B. Lloyd suggested that a Special Educational Needs Teacher also be invited to a future meeting of SACRE to explain how RE was taught to pupils with special needs.

4. SUBJECT SUPPORT AND REVIEW - NEW ARRANGEMENTS

The Inspector/Adviser RE verbally reported upon the new arrangements for subject support and review. Members were asked to consider the change in Inspection of Schools to enable SACRE to fulfil its statutory monitoring role.

The Inspector/Adviser RE explained that, in the past, SACRE had used School Inspection Reports as the main basis for monitoring standards of RE and Collective Worship in schools. However, the change in the inspection process would result in the reduction of the number of reports dealing specifically with RE. After negotiation with the LEA it had been agreed to focus on RE and Collective Worship in a high school and its primary feeder schools each term. This process had already been

trialled in Prestatyn this year. This partnership approach involved the school, together with the Inspector/Adviser RE, evaluating their processes and formulating a report thereon. The reports would be presented to SACRE and the first report would be submitted to the next meeting. In view of the new arrangements a full picture of RE standards and provision would be ascertained and SACRE would benefit greatly from this arrangement. The evaluations would also allow the sharing of best practice with other schools.

Members acknowledged the hard work of the Inspector/Adviser RE and in response to questions the Inspector/Adviser RE clarified his role within the evaluation process and confirmed that he was a registered inspector with Estyn but was independent as his role as SACRE officer. In closing the Inspector/Adviser RE indicated that schools would be invited to display some of their work at the next meeting.

RESOLVED that the verbal report on the new arrangements for subject support and review be received and noted.

5. WJEC AS/A2 RELIGIOUS STUDIES - SPECIFICATION CONTENT

The Inspector/Adviser RE submitted a letter (previously circulated) from WASACRE seeking members' views on the specification details of AS/A2 Religious Studies examination (previously circulated). He explained that a delegate of WASACRE had queried the New Testament option within the AS and A2 Religious Studies specifications which she considered to be far heavier, in terms of content, than the other options and an ambiguity in the way in which it was defined. For those reasons she believed many students were turning their backs upon New Testament study in favour of less demanding options. The Inspector/Adviser RE advised that WJEC had responded to WASACRE's concerns with some minor amendments that were being presented to ACCAC which may address some of the issues raised. He asked that members consider the specification document to formulate their own views on the specification details.

Having considered the specification details members agreed with the views of WASACRE in that they felt there was a significant difference in the content of the New Testament option and also the level of demand in questions. Mrs. M.B. Lloyd proposed that a strongly worded letter be sent to WJEC on behalf of SACRE expressing their own concerns regarding the specification content in line with WASACRE's views. Councillor C.L. Hughes agreed with that action and made reference to

his daughter's education to illustrate the point. He felt that the letter should also mention that some pupils had stopped taking the subject after months of hard work because of conflicting demands. Councillor N. Hugh-Jones raised concerns regarding the gulf between GCSE Level and A Level if differing standards were employed and asked that this issue be also incorporated into the letter. Councillor R.E. Barton endorsed the members' comments and suggested that exit interviews be undertaken for pupils to support those points. Accordingly it was:-

RESOLVED that the Inspector/Adviser RE write to the WJEC on behalf of SACRE expressing their concerns regarding the WJEC AS/A2 Religious Studies specification content together with the additional points raised by members as referred to above.

6. WALES ASSOCIATION OF SACRES

(a) WASACRE - 5th March, 2004 held at Aberaeron

The Inspector/Adviser RE submitted the minutes of the meeting of WASACRE held on 5th March, 2004 at Aberaeron for members information which had been verbally reported upon at the last SACRE meeting by Mrs. M.B. Lloyd.

RESOLVED that the minutes of the meeting of WASACRE held on 5th March, 2004 be received and noted.

(b) WASACRE - 23rd June, 2004 held in the County Office, Llangefni

Mrs. M.B. Lloyd verbally reported upon the last meeting held on 23rd June, 2004 in the County Office, Llangefni as follows:-

- her period as Chair of WASACRE had ended and the position had been passed to the former Vice-Chair, Father Ieuan Wyn Jones; the new Vice-Chair was Gavin Craigen and she congratulated the Inspector/Adviser RE on this appointment;
- a presentation by Susan Morrell, NAPfRE regarding Religious Education and Special Needs, and
- the excellent work of WASACRE on the Foundation Stage; Welsh Baccalaureate, and the meetings with NAPfRE in setting up two

working parties to produce materials for the National Grid for Learning.

The Chair thanked Mrs. Lloyd for her verbal report and paid tribute to her hard work on WASACRE.

RESOLVED that the verbal report by the Mrs. M.B. Lloyd be accepted.

7. UGANDA EXPERIENCE - PRESENTATION BY THE INSPECTOR/ADVISER RE

The Inspector/Adviser RE delivered a power point presentation regarding his recent visit to Uganda in March, 2004 which had been partly in connection with work but also through the charity Christian Relief Uganda where, along with other teachers, he had visited schools and communities.

Links had been made with a number of specific schools where educational approaches and community strategies had been shared and discussed. Projects included the distribution of gifts and resources which had been warmly and graciously received. In closing his presentation the Inspector/Adviser RE focused on the outcomes for schools on this great experience including: presentations to classes about the experiences; producing teaching and learning materials, and sharing of a multitude of graphic images for discussion and thinking.

Members took the opportunity to raise questions with the Inspector/Adviser RE regarding his experiences in Uganda, particularly referring to the importance and continuation of the charity work.

The Chair thanked the Inspector/Adviser RE for sharing his experiences with members which she felt would prove extremely beneficial.

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

In closing the meeting the Chair thanked the Inspector/Adviser RE, the committee's translator and Clerk to SACRE for their hard work and wished the teachers a wonderful summer break.

The meeting concluded at 12 noon.

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Mr. Gavin Craigen,
 Inspector / Adviser RE
 And Officer to SACRE
 Denbighshire SACRE,
 County Hall,
 Mold,
 CH7 6ND.

Date / Dyddiad

15 September, 2004

Dear Gavin,

Levels of Content and Demand in AS/A2 Religious Studies

Thank you for your letter which I received last week regarding the above issue. These issues were raised at WASACRE at Aberystwyth and it was unfortunate that I was unwell and not there to answer the question in person. I received a detailed letter from Mrs. Sue Collingbourne, Correspondence Secretary, to which I replied and I have confirmed that I will be attending the next meeting of WASACRE to address these issues.

Regarding the specific issues raised by Denbigh SACRE

Comparability of options is a primary concern of the WJEC. Much care and thought went into the choice of the content for each unit to try to ensure that, as far as possible, all were making similar demands in terms of intellectual level and study time needed. The team of senior examiners and teachers who drew up the specification were all satisfied that all AS units were equally demanding and that similarly all A2 units were pitched at an equal level, allowing that there will inevitably be some trade-off between breadth and depth according to whether the unit covers a religion as a whole or only its scriptures or ethics. Feedback from the Regulatory Bodies did not highlight any apparent variation of demands across options.

The units were recently revised in the light of experience and after extensive consultation with teachers during the INSET held in the Autumn of 2003. Senior examiners agreed with some teachers that in practice some of the options could be reduced slightly in content without any loss of integrity or coherence. On this basis, recommendations for some modification to most options was made to the Regulatory Bodies. The options included New Testament and Christianity.

Comparability of demand between units and between awarding bodies is a major concern of the regulatory bodies. The original specification and its revised version have been scrutinised in detail by them and approved. The WJEC is in the process of revising the Teachers' Guide and Resources list to provide up-dated guidance to teachers. The revised specification will be one of the areas to be discussed in the forthcoming INSET events throughout Wales.

You will be familiar with the production of examination papers from your extensive work with the WJEC. All examination questions are vetted first by the Reviser and then by the Question Paper Evaluation Committee, which comprises the senior examiners and several teacher representatives. Any concerns about the level of demand of questions are thoroughly discussed and questions are amended if members are concerned about any unevenness of demand. Questions on world religions may appear "more readily accessible", but this is because of the nature of the subject content and does not necessarily advantage candidates, as the level of difficulty can only be assessed correctly in the light of consideration of the marking scheme, application of the level descriptors and the determination of grade boundaries. Comparability is of course a major concern for the Awarding Committee and careful consideration is given to the position of judgmental grade points to address any variation that might become evident between unit papers.

It is interesting to note that the average percentages of candidates gaining a grade at AS over the eight examinations since the inception of the new Specification show only a marginal difference between New Testament and world religion options viz.

Eastern Religions – 90%
Western Religions – 90%
New Testament : 87%

I feel we have therefore done all that can reasonably be expected to ensure that candidates taking Christianity or New Testament are neither advantaged nor disadvantaged compared with those taking other options.

The decline in entries for New Testament is I am afraid a general trend reflected in other awarding bodies entries for New Testament Option and Christianity Options. WJEC is not alone in seeing a decline in entries for these options. There may well be reasons totally unrelated to the specification content and examinations, except that the broadening from a textual study to a thematic one has saved it from early extinction. The trend away from biblical studies towards ethics and philosophy was already happening in England before the Curriculum 2000 changes and was accelerated when the new AS/A level specifications came in. The rigidly forced choices of the old WJEC A-level syllabus delayed the process in Wales, but now that there is openness of choice teachers choose the options that they feel best equipped to teach and that they feel are most suited to the interests of their candidates. The WJEC exists and seeks to serve their needs.

I have looked at the entry figures for AS and A2 Religious Studies at GCE and overall there has been a substantial increase in take up at both AS and A2. In 2000, the overall entry for GCE A level, all options was 401 candidates. This was the last year of the 'linear' A level courses. In 2004 the total for AS (all options) was 1041 candidates with 784 candidates for A2.

I attach an EXCEL spreadsheet which gives the individual unit entries from Winter 2001 to Summer 2004. There has been a great increase in e.g. the Religion and Ethics unit. World religion units have generally increased, although RS1b the Eastern Religions unit has declined in entry. RS 4 the New Testament unit has increased in entry from 313 to 418. I would re-iterate that generally other awarding bodies are finding that certain options e.g. Philosophy and Ethics of religion are becoming increasingly popular, whilst New Testament and Christianity options are declining year on year.

I would be interested to any receive evidence from schools who feel that pupils are giving up Religious Studies because of the demands of the options. Some students might be giving up due to other reasons. I do think it is difficult to attach one reason to the decline of pupil numbers in GCE Religious Studies. The general increase in take up of RS would indicate that pupils are choosing Religious Studies more readily at GCE due to the attractiveness of the courses and the results gained at the end of the course.

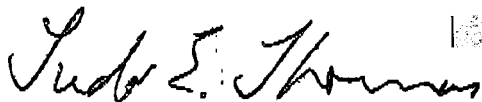
Regarding the apparent gap between GCSE and GCE since the revisions. The revision group were aware of the structure and content of GCSE courses and took this into consideration when formulating the new courses at GCE. The WJEC have not received a single complaint from schools that the GCE courses were unsuitable for candidates who had followed GCSE Religious Studies.

Regarding exit interviews I am unaware of any awarding body which conducts this type of interview or issues questionnaires. On the other hand the WJEC does provide to schools the standard JCQ form for teachers to comment on the content and level of demand of each paper. In recent years, very few of these forms have been completed and returned to the WJEC. However, I will raise this issue with the Director of Examinations.

As far as drop out rates go the WJEC would not have direct information on this issue, other than from the drop in candidate entry for particular units.

I hope that this goes some way towards addressing the issues raised at Denbigh SACRE. If there are any other issues which arise regarding WJEC Religious Studies please contact me. As noted earlier I will be attending the next meeting of WASACRE to address the above issues in GCE Religious Studies.

Yours sincerely,



Tudor E. Thomas
Principal Manager
Religious Studies Subject Officer

Subject	Units	W2001	S2001	W2002	S2002	W2003	S2003	W2004	S2004	Entry Codes	Subject/Option	
Religious Studies/ Entries by Unit	RS1a	56101	10	148	30	209	85	218	76	159	551 01	Unit RS1a: Christianity
	RS1b	56102	91	651	205	680	313	742	363	410	551 02	Unit RS1 b Eastern Religions
	RS2a	56201	51	434	119	484	177	440	196	467	552 01	Unit RS2a: Western Religion
	RS2b	56202	43	552	241	619	231	674	279	718	552 02	Unit RS2b: Philosophy of Religion
	RS3a	56301	47	867	374	1022	388	1103	586	1085	553 01	Unit RS3a: Religion and Ethics
	RS3b	56302	0	133	69	92	38	89	11	36	553 02	Unit RS3b: The Old Testament
	RS4	554	9	313	50	419	77	418	103	431	554 01	Unit RS4: The New Testament
	RS5a	55501	0	0	0	32	0	44	0	23	555 01	Unit RS5a: Christianity
	RS5b	55502	0	0	0	430	0	418	0	457	555 02	Unit RS5b: Eastern Religions
	RS6a	55601	0	0	0	213	0	248	0	238	556 01	Unit RS6a: Western Religions
	RS6b	55602	0	0	0	209	0	282	0	288	556 02	Unit RS6b: Philosophy of Religion
	RS7a	55701	0	0	0	305	0	436	0	446	557 01	Unit RS7a: Religion and Ethics
	RS7b	55702	0	0	0	34	0	40	0	25	557 02	Unit RS7b: The Old Testament
	RS8	558	0	0	0	116	0	106	0	100	558 01	Unit RS8: The New Testament
	RS9	559	0	0	0	665	0	784	0	783	559 01	Unit RS9: Synoptic Religion and Human Experience
	Cash In AS	560	0	592	87	820	67	857	78	1041		
Cash In A	83	0	0	0	658	0	787	0	784			

Draft

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

2003 - 2004

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

2003 - 2004

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

2003 - 2004

(a) The Agreed Syllabus

The Agreed Syllabus, which was revised in 2002, continues to be well used and followed by schools in the LEA. The SACRE has agreed that there is a need to revise the KS 1 section of the Agreed Syllabus to take account of the new requirements for the Foundation Phase of education, which covers Nursery through the Year 2.

(b) Standards in Religious Education

Fourteen inspection reports on schools were considered during the year, one infant school, one junior school, ten primary schools and two secondary schools.

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

	Very Good	Good	Satisfactory	Unsatisfactory	Poor
Key Stage 1	0	6	3	0	0
Key Stage 2	0	6	3	0	0
Key Stage 3	0	2	0	0	0
Key Stage 4	0	2	0	0	0
GCSE RS	0	2	0	0	0
Post 16 RE	0	0	0	0	0
AS/A2 RS	0	1	0	0	0

DRAFT ANNUAL REPORT FOR SACRE OCTOBER 2004

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

Positive features identified in Inspection Reports:	No of Schools:
Knowledge and understanding of Christianity	12 schools
Knowledge and understanding of religions other than Christianity	11 schools
Knowledge of religious concepts and themes	11 schools
Knowledge/understanding of the Bible/Bible stories	10 schools
Visits to local churches/chapels/places of worship	6 schools
Knowledge and understanding of famous lives	6 schools
Opportunities for discussion of issues and feelings/moral issues	5 schools
No shortcomings	5 schools
Opportunities/ability to express own ideas and views	4 schools
Relationship of scheme of work to Agreed Syllabus	3 schools
Familiarity with technical terms/religious vocabulary	3 schools
Examples from contemporary Wales included in RE work	3 schools
Understanding/awareness of the need for caring and sharing	3 schools
Quality/variety/sufficiency of written work in RE	2 schools
Use of co-operation/group work in RE lessons	2 schools
Development of key skills through RE work	2 schools
Progress since the last inspection	2 schools
Understanding of community and responsibilities of members	2 schools
Opportunities/ability to meditate on affect of religion on their own lives	2 schools
Understanding the need/showing sensitivity to others' beliefs/values	2 schools

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

- Quality of relationships
- Ability to ask questions and develop understanding
- KS 4/Post 16 provision of examination classes
- Opportunities to develop skills of investigation and research through RE
- Compose/writing of own prayers
- Contribution of RE to SMSC Development
- Aware of the impact of belief on lifestyle
- Pupils learn to sing a variety of religious songs and hymns (#)

DRAFT ANNUAL REPORT FOR SACRE OCTOBER 2004

(#) This comment really refers to collective 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 more than individual schools were as follows:

Areas of concern in RE noted in Inspection Reports	No. of Schools
Lack of quality/variety/sufficiency of written work in RE	4 schools
Knowledge & understanding/inclusion of religions other than Christianity	3 schools
Insufficient opportunities for discussion of issues/feelings/moral issues	2 schools

Other areas of concern identified in reports for **individual** school, were as follows:

- Lack of appropriate knowledge and understanding of Bible Stories
- Scheme of work not adequately reflecting the Agreed Syllabus
- Insufficient use of artefacts to enhance teaching and learning in RE
- Pupils do not ask questions to help develop their understanding
- Lack of sufficient provision for KS 4/Post 16 statutory RE
- Time allocation insufficient for RE
- The spiritual dimension of RE less developed
- Issues of behaviour and attitude to work affect standards in some classes

Members were pleased that the number of negative comments for more than one school were relatively small, and were issues that could be easily dealt with by schools with the help of the Inspector/Adviser RE and officers of the LEA. Equally, members were delighted at the large number of positive comments across many schools, and that five of the six schools had no shortcomings. It was also a matter for congratulating schools that some 76% of those inspected were deemed to have good standards, and that none at all were found to be unsatisfactory or poor. It was once again disappointing to discover some comments to do with collective worship in the RE section of the Report, contrary to Estyn's guidance and good practice.

DRAFT ANNUAL REPORT FOR SACRE OCTOBER 2004

Although three schools had RE mentioned as a key issue, they were in terms of "addressing shortcomings identified" or "raising standards of subjects deemed to be satisfactory".

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 again, there had been further 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 fallen by 8 candidates, and the percentage A* - C had risen by 6.4% to 68%, although still some 1.8% below Wales. The number and performance of boys had changed, with some 17 less candidates, but at least a result 6.4% below the national - and improvement on the previous year. Girls entry numbers had increased by 9 candidates, and a very slight improvement in results to 4.2% below Wales.

In Specification B (short course), numbers had decreased by 6 candidates, and the figures for A* - C were 52.4%, which was 3.3% below the national average - and improvement on 2002 results.

At A Level, the number of entries had risen by 7 candidates, but members were disappointed that the percentage of A - C grades decreased to an LEA result of 69.6%, which was 3.9% below the national average. Numbers of course were small, with a total entry of just 23 candidates, which gives rise to large fluctuations in percentage figures.

At Entry Level (formerly COEA), the results had improved, with an increase of some 20 candidates, and an 80.4% Pass Grades rate - just 8.3% below the national average.

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Members felt that despite falling below national levels, the results overall reflected some improvements and reflected well on the schools, and 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:

Very Good	Good	Good overall	Very successful in promoting	Satisfactory	Unsatisfactory
2	6	1	1	4	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:

Positive features identified in Inspection Reports (SMSC):	No of schools:
Observance/promotion of values/good manners/respect	14 schools
Good awareness/appropriate development of Curriculum Cymreig	13 schools
Knowledge and understanding of other cultures and traditions	13 schools
Support for charities and good causes	13 schools
Good aims/general ethos	12 schools
Quality of relationships in the school	11 schools
Opportunities for collaboration/co-operation	11 schools
Social development/interaction/interpersonal skills	10 schools
Good range of extra-curricular activities	10 schools
Having a policy on racism/promoting racial harmony	10 schools
Knowledge and understanding of right and wrong	10 schools
Links with/involvement in the local community	9 schools
Opportunities to reflect	8 schools
Moral and social development/provision	8 schools

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Compliance with statutory requirements for collective worship	8 schools
Spiritual development	7 schools
Quality of acts of collective worship	6 schools
Cultural development well provided for	6 schools
Pupils' response to SMSC provision	5 schools
Character of acts of collective worship	5 schools
Contribution of collective worship to SMSC provision/development	4 schools
Cultural development well provided for	6 schools
Staff/adults as good role models for pupils	4 schools
Contribution of RE to SMSC development/provision	3 schools
Opportunities for responsibility and initiative	3 schools
Opportunities to obtain information and consider values	2 schools
Pupils' contribution to acts of collective worship	2 schools
Contribution of other subjects to SMSC development/provision	2 schools

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

- Examples for contemporary Wales included in work
- Pupils take responsibility for their own learning
- Pupils are encouraged to explore the wonder of the world around them
- Opportunities provided for pupils to develop and consider their own views
- The work of the school council gives pupils an active role in evaluating provision at school

The areas of concern noted in the Reports for SMSC provision were as follows:

Areas of concern noted in Inspection Reports (SMSC)	No. of schools
Insufficient opportunities for reflection	4 schools
Quality of acts of collective worship	3 schools
Adequate coverage of the Welsh Dimension/Curriculum Cymreig	2 schools
Failure to comply with statutory requirements for collective worship	2 schools

Other areas of concern were only for individual schools and were as follows:

- Cultural development less well provided for
- No policy on racism or the promotion of racial harmony
- Opportunities for awe and wonder not always taken

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- Expectations of pupils' work and progress needs to be raised in some classes
- Few opportunities for pupils to reflect and relate to significant moral and social issues
- A minority of pupils have a negative attitude to developing good social behaviour and self-discipline
- Failure to create a devout ethos in services and pupils have scant opportunities to reflect on their personal beliefs and values
- Some opportunities are lost to enhance pupils' spiritual awareness and self knowledge

Only one school had 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 the schools - especially the number covering many schools, and equally pleased at their being just four negative comments in a few schools, and only eight 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 negative issues in the selection of Reports shared with school

(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)

23rd September 2003

Provider: Gavin Craigen, Inspector/Adviser RE

5 Denbighshire Schools participated

(Course shared across 3 LEAs in NE Wales)

Teaching Christianity, Judaism and Islam at KS2

4th November 2003

Provider: Gavin Craigen, Inspector/Adviser RE

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

Teaching Christianity, Judaism and/ or Hinduism at KS 2

5th December 2003

Provider : Gavin Craigen, Inspector/Adviser RE

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

Thinking Skills Working Day

5th February 2004

Provider: Gavin Craigen, Inspector/Adviser RE

0 Denbighshire Schools participated
(Course shared across 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) SACRE agreed to amend its constitution to make the position of Chair and Vice Chair a two yearly appointment, so as to give some continuity to the work.
- (ii) The SACRE had requested the LEA to consider provision of a Youth Faith Forum, and discussions have been taking place with religious representatives and teachers, and sources of funding identified.

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- (iii) The SACRE had begun the process of inviting teachers to describe and demonstrate how RE was delivered in their schools. During the year, a Secondary Head of RE had made a presentation to SACRE, and a RE Co-ordinator from a Primary School. Members had felt this to be a very worthwhile, informative and stimulating practice.
- (iv) In tandem with the CD being produced by the cross LEA Network Group (funded by the GTCW) and the Working Group (funded by St Gabriel's Trust) for distribution to all schools, the SACRE had requested the LEA to arrange for purchase and delivery of the CD on Judaism called 'Living Jewish', which was found to be of excellent quality and usefulness.
- (v) Following the changes to Estyn Inspections, and the potentially small number of Inspection Reports that will identify subjects, and RE in particular, the SACRE requested the LEA to consider a different pattern to enable SACRE to exercise its monitoring role. Accordingly, discussions with schools and between the LEA and the Inspector/Adviser for RE has led to a Monitoring and Supportive Review programme (partly in common with other subjects on the curriculum). This programme will focus on a High school and its natural feeder primary schools each term, and a report on standards and provision for RE and SMSC will be made to SACRE. Over a five year period, all schools will be included in such a programme.
- (vi) In response to information received SACRE requested letters be sent to MPs, Ams and the Minister for Lifelong Learning concerning the matter of changes to Qualified Teacher Status and the potential inability of ITT institutions to use the schools of the LEA for placements. Responses were received, and members assured that there were arrangements in place to allow appropriate placements, albeit for the shorter placements when the ITT institution was in England.
- (vii) Consequent upon the successful visit of the Inspector/Adviser for RE and a teacher from a Denbighshire school to Uganda, through the contacts of the charity Christian Relief Uganda, members were informed of the work taking place, and were pleased to hear that acts of worship and teaching sessions were being conducted in the schools to raise awareness. It was also intended for some teaching and learning materials to be prepared and sent to schools, along with stunning graphic images that could be used in a range of contexts.

2. ACCAC

SACRE considered the Review of Annual SACRE Reports, and noted Denbighshires close compliance with the guidance. Members were also pleased to nominate three representatives to participate in the working group suggesting revisions to the guidance document on Annual SACRE Reports.

In consideration of the changes to the curriculum with the proposed Foundation Phase, SACRE requested the LEA to convene a working party to consider the appropriate revisions needing to be made to the Agreed Syllabus, and the guidance to schools needed from SACRE and the LEA.

3. WASACRE

The SACRE continued its membership of the Association and received papers and reports, as well as interim updates, at each meeting, and completed the nominations to the Executive and Vice Chair positions.

SACRE was delighted that the approaches made by WASACRE and NAPFRE had resulted in a joint project, funded through GTCW to produce a range of ICT and RE materials for inclusion on the NGFL-Cymru website.

4. ESTYN

SACRE had communicated with Her Majesty's Chief Inspector of Education and Training in Wales, over the apparent idiosyncratic nature of comments made in the context sections of Inspection Reports, and over concerns about the new Inspection Framework due for introduction from September 2004. Members once again 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.

Members were also able to experience the Powerpoint Presentation on Standards as given by the HMI Mr Paul Morgan at a WASACRE meeting.

5. WJEC

Members reacted to the letter from WASACRE regarding the absence of reference to RE in the Welsh Baccalaureate Specification, and wrote to the WJEC and the Welsh Assembly Government in the matter. It was with great pleasure that members received the report of the delegation to the Welsh Assembly Government and the outcomes there from, and they look forward with anticipation of the developments agreed.

Considerable time was given to discussing the issue of the lack of equality in terms of content and exam questioning in AS and A2 options within the WJEC Religious Studies GCE Specification. Accordingly a detailed letter was sent from SACRE to the WJEC to request clarification and revision in these matters.

(f) Appendices:

Appendix I: Dates of Meetings of SACRE

Appendix II: Membership of SACRE

Appendix III: List of Organisations receiving the report

Appendix IV: Table of Examination Results (as presented to SACRE)

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

Appendix 1: Dates of Meetings of SACRE

16th October 2003

26th February 2004

14th July 2004

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

Nomination awaited

Secondary RE Specialists

Delyth Williams
(2003)

Infant Headteacher

Mrs Jean Hannam (from July

Special School Teachers

Isobel Barros-Curtis

Junior Classroom Teacher

Nomination awaited

Infant Classroom Teacher

Mrs Mairwenna B. Lloyd

Representing Denbighshire County Council

Councillor S Drew (until May 2004)
Councillor D Jones (until May 2004)

Councillor K N Hawkins
Councillor M M Jones

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Councillor W Roberts (until May 2004)

Williams (until May 2004)

Councillor N Hugh-Jones

Councillor B. Blakeley (until May 2004)
2004)

Councillor G.C. Evans (from May 2004)
2004)

Councillor G.A. Jones (from May 2004)

Councillor R LI

Councillor D. Owens

Councillor C.L. Hughes (from May

Councillor G.J. Pickering (from May

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 Bangor

Diocese of Wrexham

Trinity College Carmarthen

Evangelical Alliance

WASACRE

Appendix IV: Tables of Examination Results

(as presented to SACRE in February 2004)

CONTEXT COMMENTS: INSPECTION REPORTS
DENBIGHSHIRE SACRE

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School	Dates	Rg. Inspector	SMSC Ins.	RE Ins.
Ysgol Y Parc	15th – 17th December 2003	Dr E Peagam	Dr E Peagam	Dr E Peagam
<i>Ysgol Y Parc Infant School in Denbigh an area which is neither prosperous nor economically disadvantaged. There are 160 pupils in full time education. 38 pupils attend part-time nursery sessions. There is a below average proportion of pupils entitled to free school meals. Attainment on entry is generally above average and there is a below average percentage of pupils with SEN. All pupils come from English speaking homes and none have Welsh as a first language.</i>				
Ysgol Bryn Collen	19th -21st January 2004	Mr MD Jones	Mrs M Meredith- Jones	Mrs M Meredith- Jones
<i>Ysgol Bryn Collen serves the town of Llangollen and the school is housed in a modern building opened in 1983. Currently the school has a total roll of 294 pupils and 25 nursery children. The school is designated as bilingual, offering parents the choice to have their child education through either the medium of Welsh or English. It is reported that the area served by the school is 75% neither prosperous nor economically disadvantage and 25% relatively prosperous. About 16% of pupils are entitled to free school meals. 50 pupils are considered to have some form of SEN. English is the predominant home language with 3% coming from Welsh speaking homes and 1% from ethnic-minority families.</i>				
Ysgol Maes Hyfryd	23rd-25th February 2004	Mrs Sylvia Clough	Mrs Sylvia Clough	Mrs Sylvia Clough
<i>Maes Hyfryd is in the village of Cynwyd, near Corwen. It serves the village and surrounding rural area. There are 63 pupils on roll including 6 nursery children. 75% of pupils come from homes which are neither prosperous nor economically disadvantaged and 25 % from relatively prosperous. 32% come from Welsh speaking homes. 13 pupils on Code of Practice steps for SEN. 3% of pupils entitled to free school meals. Welsh is the language used for school admin. and it is the medium of teaching in KS1. Teaching is in Welsh and English in KS2.</i>				
Ysgol Gellifor	1st-3rd March 2004	Mr MD Jones	Mrs M Meredith- Jones	Mrs M Meredith- Jones
<i>Ysgol Gellifor is situated in the small village of Gellifor near Ruthin. Currently there are 91 pupils on roll including 9 part-time nursery children. Pupils are drawn from a relatively prosperous area and are neither advantaged nor disadvantaged. No pupils are entitled to free school meals. 99% of pupils come from homes where English is the predominant language with 1% from Welsh speaking homes. 1 pupil has a statement of SEN with 6 on School Action and 3 on School Action Plus.</i>				

St Brigid's Primary & Secondary School	26th-30th April 2004	Mr Peter Carter	Mrs M Hanney	Mrs E Betts
<p><i>St Brigid's is a voluntary aided school There are 436 pupils at the school of whom 23 are boarders. There are 131 pupils of statutory primary school age and a further 12 children in the nursery. There are 299 pupils in the secondary department including 39 in the sixth form. The school is oversubscribed and the secondary department selects a significant proportion of its intake on the basis of ability tests. Education is the school is rooted in the RC tradition with a deep commitment to the Christian faith although the school welcomes pupils from all denominations throughout the world. Most pupils live in the Denbigh area. 3% speak Welsh at home and 2% are entitled to free school meals. 1% are of an ethnic minority.</i></p>				
Ysgol Frongoch	7th -10th June 2004	Mr M T Ridout	Mrs M Meredith- Jones	Mrs M Meredith- Jones
<p><i>Ysgol Frongoch in Denbigh shares a site with Ysgol Twm o'r Nant, a Welsh medium primary school, and the Ty'n Fron residential unit. There are 239 pupils on roll. The majority of pupils attending Ysgol Frongoch live in the town of Denbigh. 75% of pupils come from relatively prosperous homes and 25% are neither prosperous nor economically disadvantaged. 7% of pupils are entitled to free school meals. No pupils come from homes where Welsh is the first language. The school identifies 56 pupils to have SEN 6 of whom are statemented.</i></p>				

Analysis of Inspection Reports Denbighshire SACRE

6 Schools

Name of School	Date of Inspection	Reg. Inspector	SMSC Inspector	RE Inspector
Ysgol y Parc	15 th – 17 th December 2003	Dr E Peagam	Dr E Peagam	Dr E Pegam
Ysgol Bryn Collen	19 th – 21 st January 2004	Mr M D Jones	Mrs M Meredith-Jones	Mrs M Meredith-Jones
Ysgol Maes Hyfryd	23 rd – 25 th February 2004	Mrs Sylvia Clough	Mrs Sylvia Clough	Mrs Sylvia Clough
Ysgol Gellifor	1 st -3 rd March 2004	Mr MD Jones	Mrs M Meredith-Jones	Mrs M Meredith-Jones
St Brigid's Primary & Secondary School	26 th -30 th April 2004	Mr Peter Carter	Mrs M Hanney	Mrs E Betts
Ysgol Frongoch	7 th – 10 th June 2004	Mr M T Ridout	Mrs M Meredith-Jones	Mrs M Meredith-Jones

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Mentioned in Key Issues

0 School

Provision for SMSC Development

6 Schools

- Provision for pupils' spiritual, moral, social and cultural development is very good. Each aspect is very well promoted and pupils respond very well. (*Ysgol Y Parc*)
- The school makes very good provision for pupils' moral, social and cultural development. Good provision is made for pupils' spiritual development. (*Ysgol Bryn Collen*)
- The arrangements for pupils' spiritual, moral and social development is very good. (*Ysgol Maes Hyfryd*)
- The school makes good provision for pupils' spiritual, moral, social and cultural development. (*Ysgol Gellifor*)
- Pupils' moral and social development is very good; their spiritual and cultural development is good. (*St Brigid's Primary School*)
- Pupils' spiritual and moral development is very good. Pupils' social and cultural development is good overall. (*St Brigid's Secondary School*)
- The school makes good provision for the pupils' spiritual, moral, social and cultural development. This provision is a particular feature of the school.

(Ysgol Frongoch)

Curriculum Cymreig / The Welsh Dimension

6 Schools

- The Cwricwlwm Cymreig is strong and enables pupils to have a good understanding of Welsh history and cultural traditions. The school celebrates Dydd Gŏyl Dewi Sant with Welsh traditional dancing and songs and Welsh items are included in all performances. There is a good emphasis on the Welsh dimension in history, geography and religious education.
(Ysgol Y Parc)
- The Cwricwlwm Cymreig is well established and permeates the curriculum including the use of artists from Wales, traditional and contemporary Welsh music, folk dancing and visits to the Urdd Camp at Glan Llyn.
(Ysgol Bryn Collen)
- Pupils have extensive knowledge of Welsh culture and heritage and their awareness of their nation's authors and poets are developing well. Their understanding of the Cwricwlwm Cymreig reflects how the school deals with Welsh cultural issues. *(Ysgol Maes Hyfryd)*
- Pupils participate fully in their own St David's Day School concert
- The Cwricwlwm Cymreig is established in the school and permeates the curriculum in all subjects although too few modern Welsh artists and composers, and songs, are studied. Older pupils attend Urdd camp.
(Ysgol Gellifor)
- Pupils' knowledge and understanding of Welsh culture and language develops very well throughout the curriculum and through the bilingual signs around the school and the incidental Welsh introduced in the classroom routines.
(St Brigid's Primary School)
- The school encourages pupils to develop their cultural awareness through its curriculum and by enabling pupils to take part in out of school activities, for example the Urdd Eisteddfod. *(St Brigid's Secondary School)*
- The *Cwricwlwm Cymreig* is well established in the school and permeates the whole curriculum in most subjects. Pupils learn to appreciate the cultural traditions of Wales through their residential experiences at Glan Llyn, the *Urdd* camp, and visits to places of interest such as Llyn Alwen, Plas Newydd, Legacy and the theatre. *(Ysgol Frongoch)*
- Pupils study famous 'sons' of Denbigh such as the Myddleton brothers and H M Stanley. *(Ysgol Frongoch)*

Knowledge and Understanding of Right and Wrong

6 Schools

- The school has a strong moral ethos and promotes pupils' awareness of right and wrong behaviour very well. There is a strong moral emphasis in systems for managing behaviour. Parents feel that pupils know the rules well and that the school helps them to know right from wrong. *(Ysgol Y Parc)*
- Pupils know what is right and wrong and why it is important to obey rules in class, school and outside school. *(Ysgol Bryn Collen)*
- The principles which enable pupils to know the difference between right and wrong. *(Ysgol Maes Hyfryd)*
- Pupils have a good understanding of what is right and wrong and the relevance of school rules. *(Ysgol Gellifor)*

- Pupils have a very good sense of right and wrong. (*St Brigid's Primary School*)
- Pupils have a good grasp of the difference between right and wrong and a well developed understanding of the purpose and need for rules in the school and in society generally. (*Ysgol Frongoch*)

Knowledge and Understanding of Right and Wrong

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- Pupils know what is right and wrong and why it is important to obey rules in class, school and outside school. (*Ysgol Bryn Collen*)
- The principles which enable pupils to know the difference between right and wrong. (*Ysgol Maes Hyfryd*)
- Pupils have a good understanding of what is right and wrong and the relevance of school rules. (*Ysgol Gellifor*)
- Pupils have a very good sense of right and wrong. (*St Brigid's Primary School*)
- Pupils have a good grasp of the difference between right and wrong and a well developed understanding of the purpose and need for rules in the school and in society generally. (*Ysgol Frongoch*)

Observance/Promotion of Values/Good Manners/ Respect

5 Schools

- The school has a strong, moral ethos and there is a strong moral emphasis in systems for managing behaviour. (*Ysgol Y Parc*)
- The school demonstrates a strong commitment towards promoting the self-esteem of all pupils. (*Ysgol Y Parc*)
- Pupils respect their teachers, other adults in the school, property and school discipline. (*Ysgol Bryn Collen*)
- Pupils feel valued and confident in an environment where consideration for others is paramount. They respond very well to the school reward system for good manners. (*Ysgol Bryn Collen*)
- Pupils are naturally very courteous and friendly to visitors and co-operate very well with each other when working in pairs or small groups. On one occasion during the inspection a pupil showed maturity and sensitivity beyond his years in supporting a pupil with difficulties. (*Ysgol Bryn Collen*)
- The school encourages the pupils to show respect to each other, and the principles which enable pupils to know the difference between right and wrong are promoted. (*Ysgol Maes Hyfryd*)
- Pupils show responsibility towards educational equipment and they partake well in the everyday life of the school, with the older pupils showing mutual loving care. (*Ysgol Maes Hyfryd*)
- The school's mission statement is "Towards a healthy future – together" and to this end, the staff are successful in their promotion of values, sense of identity and pride in the school. Pupils feel welcomed and have a secure sense of self-worth in a close family environment. (*Ysgol Gellifor*)
- Pupils are courteous to adults in the school and show respect for their own and others property. (*Ysgol Gellifor*)

- Moral values are introduced consistently in daily life and throughout curriculum areas. (*St Brigid's Primary School*)

Charities and Good Causes

5 Schools

- Pupils are aware of the need to show concern for others both in Britain and abroad as is evidenced by the support for charities such as Operation Christmas Child. The Marie Curie Foundation and a local hospice. (*Ysgol Y Parc*)
- Pupils give their time and money to support charities such as the National children's Homes, The Poppy Appeal, Marie Curie Cancer Care and Operation Christmas Child. (*Ysgol Bryn Collen*)
- The school makes a regular contribution to charities. (*Ysgol Maes Hyfryd*)
- Pupils contribute generously to charities such as Macmillan Nursing, Christian Aid, Riding for the Disabled and have been instrumental in collecting much of the 15,000 GBP donated to the Jalashwary School Project, Nepal. (*Ysgol Gellifor*)
- Pupils are successfully encouraged to develop awareness of the needs of others. For example, they contribute willingly to a number of charities such as "Dr Barnardo's" and enjoy entertaining Senior Citizens in residential homes. (*Ysgol Frongoch*)

Compliance with Statutory Requirements for Collective Worship

5 Schools

- High quality acts of worship fully meet requirements and include the use of Bible stories to enhance understanding as well as opportunities for reflection and showing reverence. (*Ysgol Y Parc*)
- Whole-school and key stage collective worship, with a Christian approach, is held regularly and meets statutory requirements. In these services, pupils pray and sometimes reflect on issues raised and sing hymns in both English and Welsh. (*Ysgol Bryn Collen*)
- The provision is in line with the statutory requirements. (*Ysgol Maes Hyfryd*)
- Collective worship conforms to statutory requirements. (*St Brigid's Primary School*)
- School assemblies meet statutory requirements for a daily act of collective worship. (*St Brigid's Secondary School*)
- The arrangements for daily worship comply with statutory requirements. (*Ysgol Frongoch*)

Character of Acts of Collective Worship

5 Schools

- Assemblies often contain stories with a strong moral theme. (*Ysgol Y Parc*)
- Whole-school and key stage collective worship, with a Christian approach, is held regularly and meets statutory requirements. In these services, pupils pray and sometimes reflect on issues raised and sing hymns in both English and Welsh. (*Ysgol Bryn Collen*)
- Classes in KS2, take turns to lead whole-school collective worship on a weekly basis. (*Ysgol Bryn Collen*)
- The majority of collective worship services are of Christian nature.

(Ysgol Maes Hyfryd)

- Collective worship takes place on a regular basis through primary school assemblies, class assemblies and school assemblies when Y6 join the senior department. *(St Brigid's Primary School)*
- Pupils take part in daily worship and regular whole-school Christian assemblies *(Ysgol Frongoch)*
- Prayers are spoken and the pupils are positively encouraged to reflect on their own values and the lives of others. *(Ysgol Frongoch)*

Opportunities for Responsibility and Initiative

5 Schools

- Pupils' social development is very well supported by opportunities to take responsibility within the school, including the regular role of 'helpwr Heddiw'. *(Ysgol Y Parc)*
- the Helpwr Heddiw is given a number of responsibilities each day. These are carried out conscientiously. *(Ysgol Bryn Collen)*
- Pupils are given the opportunity to take responsibility and respond very well showing maturity and venture. *(Ysgol Maes Hyfryd)*
- Developing use is made of Helpwr Heddiw in KS1. Older KS2 act as 'playground friends' to the younger children. The whole school participates in the Healthy School Scheme. *(Ysgol Gellifor)*
- Pupils demonstrate a sense of responsibility when they undertake classroom tasks with maturity and independence. *(St Brigid's Primary School)*

Global Citizenship / World Education / International Links

5 Schools

- Multicultural understanding is very well promoted through studies of festivals and customs related to major world religions. There are strong links with schools in Uganda and Canada and pupils have recently gained insights into Japanese customs and culture through having a visitor from Japan working with them over half a term. Visiting groups give pupils the opportunity to see and participate in activities such as folk dance and theatre and they listen to a range of music from other cultures in a range of settings. *(Ysgol Y Parc)*
- Pupils are gaining good knowledge and understanding of life in other countries and cultures such as aspects Islam and Hinduism in religious education, Japan in geography. African music and participation in the celebration during the International Eisteddfod. *(Ysgol Bryn Collen)*
- Through their link with a school in Nepal and the cross-curricular work, pupils learn to respect and understand a variety of cultures and beliefs. *(Ysgol Maes Hyfryd)*
- Pupils appreciate that life in other countries is different from Wales, through their contact with Nepal, and through their study of Botswana and aspects of Hinduism and Judaism in religious education. *(Ysgol Gellifor)*
- Multicultural and race equality issues are effectively promoted in religious education and PSE. *(St Brigid's Secondary School)*
- A large percentage of pupils travel to Europe each year to take part in a skiing course. *(St Brigid's Secondary School)*

Opportunities to Reflect

4 Schools

- High quality acts of worship fully meet requirements and include the use of Bible stories to enhance understanding as well as opportunities for reflection and showing reverence. (*Ysgol Y Parc*)
- Pupils' spiritual development is promoted through curriculum activities and a range of opportunities for reflection. (*Ysgol Y Parc*)
- In these services, pupils pray and sometimes reflect on issues raised. (*Ysgol Bryn Collen*)
- Through the curriculum and daily life of the school, regular opportunities are provided for the pupils to learn about values and beliefs, which enable them to reflect on their own experiences in a way which develops their spiritual awareness and self knowledge. (*Ysgol Maes Hyfryd*)
- Prayers are spoken and the pupils are positively encouraged to reflect on their own values and the lives of others. (*Ysgol Frongoch*)

Extra Curricular Activities/Opportunities

4 Schools

- A good variety of extra-curricular activities provides the pupils with opportunities to further extend their social skills. (*Ysgol Y Parc*)
- The school runs a number of clubs including chess, music, trains and sports and pupils benefit greatly from these in terms of social development. (*Ysgol Bryn Collen*)
- The extra-curricular provision, including sports and outdoor education, has a beneficial effect on pupils' standards of achievement. (*Ysgol Maes Hyfryd*)
- In extra-curricular activities pupils attend promptly and take great pride in their work. They show respect for each other and enter into the full life of the school. (*St Brigid's Secondary School*)

Cultural Development

4 Schools

- Pupils' cultural development is very well supported. In art and music, pupils have the opportunity to experience a range of genres and styles and use this experience in their own work. Pupils develop a good awareness of the wider community of their catchment area and this is well supported by visits including those to local shops and the library, the Town Hall, homes for senior citizens, local schools and the leisure centre. There are good opportunities to participate in concerts and other major performances. (*Ysgol Y Parc*)
- Pupils participate in a range of cultural visits. (*Ysgol Bryn Collen*)
- The school encourages pupils to develop their cultural awareness through its curriculum and by enabling pupils to take part in out of school activities, for example the Urdd Eisteddfod. (*St Brigid's Secondary School*)
- Pupils study famous 'sons' of Denbigh such as the Myddleton brothers and H M Stanley. (*Ysgol Frongoch*)

Programme for / Impact of PSE Provision

4 Schools

- Personal and social education, including circle time promotes awareness of community needs very well. (*Ysgol Y Parc*)
- There are isolated examples of learning and sharing in Circle Time. (*Ysgol Bryn Collen*)
- There is a recently developed personal and social education policy. (*Ysgol Bryn Collen*)
- During circle time pupils develop their personal and social skills in a quiet controlled atmosphere. (*Ysgol Gellifor*)
- Additionally, the school's PSE programme includes applying ethical issues in a variety of case studies. (*St Brigid's Secondary School*)

Quality of Relationships

4 Schools

- Pupils respect their teachers, other adults in the school, property and school discipline. (*Ysgol Bryn Collen*)
- the relationships in the school are very good and the pupils co-operate well in work and play. They are polite towards each other and towards adults and they treat their environment with respect and care. (*Ysgol Maes Hyfryd*)
- Pupils are polite and co-operative and are at ease with adults. (*Ysgol Gellifor*)
- Pupils' social skills with each other and with adults are, with very few exceptions, very positive and friendly. They are courteous and confident and have a sound sense of self worth as a result of teachers' positive approach to teaching and learning. (*Ysgol Frongoch*)

Knowledge/Understanding/Awareness of Other Cultures or Traditions

3 Schools

-
- Worthy attention is given to other religions in the everyday life of the school. (*Ysgol Maes Hyfryd*)
- Pupils have opportunities to learn about other cultures through religious education, art and music lessons. Through their link with a school in Nepal, and the cross-curricular work, pupils learn to respect and understand a variety of cultures and beliefs and consider how their faith and traditions affect their everyday lives. (*Ysgol Maes Hyfryd*)
- Awareness of other cultures is good and is gained when, for example, studying school life in other countries and studying African music. (*St Brigid's Primary School*)
- In modern foreign languages pupils demonstrate a good awareness of other cultures. (*St Brigid's Secondary School*)
- Pupils study the cultural traditions of Hinduism and Judaism in religious education and hear stories and sing songs from other countries in English and music. (*Ysgol Frongoch*)

Aims/General Ethos

3 Schools

-
- The school has a clear aim that includes a strong focus on pupils' personal development. This aim is very well promoted throughout the school and as a result, pupils develop very well. (*Ysgol Y Parc*)
- The school has a strong, moral ethos and there is a strong moral emphasis in systems for managing behaviour. (*Ysgol Y Parc*)
- The school promotes a positive ethos. (*Ysgol Bryn Collen*)
- The school is a caring, happy environment. (*St Brigid's Primary School*)

Opportunities for Collaboration / Co-operation

4 Schools

- Pupils are naturally very courteous and friendly to visitors and co-operate very well with each other when working in pairs or small groups. On one occasion during the inspection a pupil showed maturity and sensitivity beyond his years in supporting a pupil with difficulties. (*Ysgol Bryn Collen*)
- Pupils work very well in pairs and small groups. (*Ysgol Gellifor*)
- Pupils collaborate equally well in class work and at play and show concern and respect for each other. This is evident through the friendship post in the playground and the empathy shown with children who are ill. (*St Brigid's Primary School*)
- In English pupils demonstrate very positive values when working together and the school's caring ethos is enhanced by a genuine work ethic. (*St Brigid's Secondary School*)
- During lessons pupils work collaboratively, they help each other and they are polite and co-operative to both each other and to their teachers. (*St Brigid's Secondary School*)
- Pupils work well in pairs and small groups perform confidently in front of mixed audiences, including adults and children, and compete successfully in a few sections of the *Urdd*. (*Ysgol Frongoch*)

Links with / Involvement in the Local Community

4 Schools

- The school contributes well to the local culture by providing opportunities for pupils to perform in public during services, concerts and eisteddfodau. (*Ysgol Llanefydd*)
- Good use is made of visiting clergy and opportunities to participate in the life of the Christian community, for example, in harvest thanksgiving services held in Fron Chapel and Capel Mawr. (*Ysgol Y Parc*)
- Pupils invite members of the community to their Christmas concerts and attend others in the village. (*Ysgol Bryn Collen*)
- Local clergy visit the school often. (*Ysgol Bryn Collen*)
- A number of local clergy conduct services in the school, including Harvest and Christmas celebrations. (*Ysgol Frongoch*)

Contribution of Collective Worship to SMSC Development

3 Schools

- These sessions, as well as the specific PSE lessons that are arranged on a regular basis strengthen pupils' spiritual awareness. (*Ysgol Llanefydd*)
- The collective worship process makes a positive contribution to the social and spiritual aspect and a sense of contribution is promoted in the school community. (*Ysgol Maes Hyfryd*)
- Pupils' spiritual development is enhanced through school assemblies that have a relaxed and friendly atmosphere and meet statutory requirements for a daily act of collective worship. (*St Brigid's Secondary School*)

Contribution of Collective Worship to SMSC Development **3 Schools**

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Social Development / Interaction / Interpersonal Skills

3 Schools

- Pupils' social development is very well supported by opportunities to take responsibility within the school, including the regular role of 'Helpwr Heddiw'. (*Ysgol Y Parc*)
- Pupils demonstrate good social skills with each other and with visitors. (*Ysgol Gellifor*)
- Pupils develop social independence in their visits to a wide variety of places including the Royal Liverpool Philharmonic, St Asaph Cathedral, river dipping at Loggerheads, Llangollen, a residential experience at a summer camp and in working for the John Muir Award. (*Ysgol Gellifor*)
- the social development of pupils is good and they work together in a variety of contexts. (*St Brigid's Secondary School*)

Spiritual Development

3 Schools

- Pupils' spiritual development is well planned for and promoted through curriculum activities and a range of opportunities for reflection is well supported through assemblies. (*Ysgol Y Parc*)
- Good provision is made for pupils' spiritual development. (*Ysgol Bryn Collen*)
- Through the curriculum and daily life of the school, regular opportunities are provided for the pupils to learn about values and beliefs, which enable them to reflect on their own experiences in a way which develops their spiritual awareness and self knowledge. (*Ysgol Maes Hyfryd*)

Work of School Council

3 Schools

- Pupils learn a sense of responsibility through membership of the school council, visiting an old peoples' home and spending time with younger pupils.

Each class appoints its own energy monitors to conserve resources and avoid waste. (*Ysgol Bryn Collen*)

- Through initiatives introduced by the school council pupils are involved in making decisions about school life, for example when choosing their favourite playground games to be permanently marked out on the yard. The introduction of playground rules and games has proved to be an effective anti-bullying strategy. (*St Brigid's Primary School*)
- The recent implementation of the School Council and the use of Circle Time also successfully contribute to developing pupils' personal and social skills and confidence to question their own values and articulate their views. (*Ysgol Frongoch*)

Quality of Acts of Collective Worship

2 Schools

- High quality acts of worship fully meet requirements and include the use of Bible stories to enhance understanding as well as opportunities for reflection and showing reverence. (*Ysgol Y Parc*)
- Assemblies are calm, dedicated times for prayer and personal reflection. (*St Brigid's Primary School*)
- Pupils' spiritual development is enhanced through school assemblies that have a relaxed and friendly atmosphere and meet statutory requirements for a daily act of collective worship. (*St Brigid's Secondary School*)
- There is a focus on a moral issue and pupils are encouraged to reflect on this in a collective act of worship. The quality of singing is good. When pupils are not in a whole school assembly they take part in a structured programme of form tutor periods. They volunteer to read a religious text and there is a clear format for each session. The ethos created in both these contexts clearly reflects the school's mission statement. (*St Brigid's Secondary School*)

Pupil Contributions to Acts of Collective Worship

2 Schools

- The pupils contribute effectively to services by sharing their feelings, their emotions and their opinions. (*Ysgol Llanefydd*)
- Pupils are well behaved and take part enthusiastically. (*St Brigid's Secondary School*)

Visits to Local Places of Worship

2 Schools

- Pupils attend services in the local chapel and church (*Ysgol Bryn Collen*)
- Pupils visit local chapels and churches. (*Ysgol Frongoch*)

Pupils' Response to SMSC Provision

1 School

- Pupils' response to the education and the opportunities prepared for them reveal their pride and wide interest. (*Ysgol Maes Hyfryd*)

Contributions of Other Subjects to SMSC Development

1 School

- Curriculum planning in topics such as 'our school' support pupils' understanding of how members of a community need one another.

(Ysgol Y Parc)

Policy on Racism / Promotion of Racial Harmony **1 School**

- The school is very effective in celebrating diversity and these experiences contribute very well to combating any racist sentiments that pupils may encounter. *(Ysgol Y Parc)*

Staff/Adults As Role Models **1 School**

- Teachers' positive approach to teaching and learning. *(Ysgol Frongoch)*

NEGATIVE COMMENTS

Knowledge / Understanding / Awareness of Other Cultures or Traditions
1 School

- The multicultural aspect of their studies is at an early stage of development, particularly in geography and religious education. *(Ysgol Frongoch)*

Programme for / Impact of PSE Provision **1 School**

- There is a recently developed personal and social education policy but this has not yet permeated the curriculum throughout the school. *(Ysgol Bryn Collen)*

RELIGIOUS EDUCATION

Standards of Achievement **7 Schools**

- Standards are very good in both key stages. *(Ysgol Llanefydd)*
- Standards of achievement in religious education are good. *(Ysgol Y Parc)*
- Standards of achievement are good overall in KS1 and KS2 (Welsh-medium), and satisfactory in KS2 (English-medium) *(Ysgol Bryn Collen)*
- Standards of achievement in religious education in the school are very good. *(Ysgol Maes Hyfryd)*
- Standards are good overall in KS1 and KS2. *(Ysgol Gellifor)*
- Standards are good at KS1 and KS2 *(St Brigid's Primary School)*
- Standards are very good in KS3 and good in KS4 *(St Brigid's Secondary School)*
- Standards are good *(VI Form St Brigid's Secondary School)*
- Standards are good **(RS AS/A2 St Brigid's Secondary School)**
- Standards of achievement in religious education are satisfactory overall. *(Ysgol Frongoch)*

Knowledge/Understanding/Inclusion of Religions Other Than Christianity

7 Schools

- KS2 pupils have an appropriate understanding of the Jewish and *Moslem* faiths. (*Ysgol Llanefydd*)
- Pupils learn about the role of special places and special books in Judaism (*Ysgol Y Parc*)
- Pupils develop good awareness of other religions, particularly Judaism. they talk about various artefacts and show understanding of the significance of festivals for example Hanukkah and Purim and know what these represent within Judaism. (*Ysgol Y Parc*)
- Pupils know the importance of celebrations and festivals in their lives and in other faiths such as Judaism, Hinduism and Islam and interpret symbols of their studied religions as well. (*Ysgol Bryn Collen*)
- Older pupils know the importance of the Qu'ran to Islam. (*Ysgol Bryn Collen*)
- Pupils develop a knowledge and understanding of the beliefs and customs of other religions such as Judaism and Hinduism. (*Ysgol Maes Hyfryd*)
- Through the use of artefacts pupils become aware of symbolism in the Christian and other religions. (*Ysgol Maes Hyfryd*)
- Pupils in KS2 compare aspects of Christianity and Judaism with reference to leading figures in Hinduism and Buddhism. (*Ysgol Gellifor*)
- Pupils begin to understand that other people have different ways of worshipping God as they look at aspects of Judaism. (*St Brigid's Primary School*)
- At the lower end of KS2 pupils understand customs associated with Judaism. They know about the significance of the Torah, how Jews observe the Sabbath and the food that is important to their beliefs and customs. (*St Brigid's Primary School*)
- At the upper end of KS2 pupils understand the significance of the prayer mat for Muslims and show an understanding of its features when they design their own. They write their own five pillars based on their knowledge of the five pillars of Islam and understand the significance of the Kabah for Muslims. (*St Brigid's Primary School*)
- Pupils give measured and thoughtful responses to questions on topics and issues such as the importance of artefacts in the religions they study and in their own lives, for example how one dresses for different occasions and how items of dress are used in Judaism. They regularly draw on their own experiences to explain and illustrate key religious concepts. (*St Brigid's Secondary School*)
- Students have a good knowledge and comprehension of Christianity and Judaism and demonstrate clear understanding of complex topics, such as the Talmud, mysticism in Judaism and the Birth narratives in Christianity. (**RS AS/A2** *St Brigid's Secondary School*)
- In the lower school they look at Hindu symbols and create a collage of what symbolises the best in their own lives. (*Ysgol Frongoch*)

Knowledge/Understanding of The Bible/Bible Stories

7 Schools

- KS1 pupils can accurately retell a wide range of stories from the Bible. (*Ysgol Llanefydd*)
- Pupils are familiar with a number of stories about characters in the Old and New Testament, such as Noah and Zacchaeus. They study and discuss Jesus' life, retelling the events of the Nativity and know that Christians believe that Jesus is the Son of God. They know that he taught people through parables and explain appropriately, for example, the present day significance of the parable of the sower. (*Ysgol Y Parc*)
- As they proceed through the school, pupils develop a good knowledge of Bible stories. (*Ysgol Bryn Collen*)
- Pupils understand that the New Testament parables have meaning for their own lives. (*Ysgol Bryn Collen*)
- Pupils become familiar with the stories of the Bible and other religious texts and they are able to interpret the different moral lessons which arise from them. (*Ysgol Maes Hyfryd*)
- KS1 pupils have a sound knowledge of Bible stories. (*Ysgol Gellifor*)
- Pupils at KS1 show a good understanding of Bible stories from the Old and New Testaments. They can express an understanding of God and Jesus and have a good knowledge of characters in the Bible such as Noah, Adam, Cain and Jairus. They respond eagerly the story of Jonah and understand the message. (*St Brigid's Primary School*)
- At KS2 pupils' knowledge of the Bible and the story of Jesus builds appropriately on their learning in KS1. At the lower end of the key stage they know the names of Jesus' ancestors and have a good understanding of his works and miracles and discuss what is a good pupil in God's eyes. At the upper end of the primary department, they extend their knowledge of the life of Jesus as they look at lessons learnt from the parable of the house on the rock. (*St Brigid's Primary School*)
- Pupils have a good knowledge of stories from the New Testament including the miracle of the wedding at Canaan, the story of Bartimeus and they sensitively apply the meaning of these stories to their own communities. (*Ysgol Frongoch*)
- Having analysed the story of 'The Good Samaritan' pupils' play the 'moral dilemma' game sensibly and debate, in small groups, how they would deal with various issues relevant to their lives. They have a good understanding of a 'parable'. (*Ysgol Frongoch*)
- In the upper school, pupils study characters of the Old Testament including Moses, Noah and Joseph and aspects of Judaism. They understand the Ten Commandments and make a satisfactory list of their own rules for today's society. (*Ysgol Frongoch*)

Knowledge / Understanding of Christianity

6 Schools

- In KS1, the pupils identify a church and a chapel as places of worship and describe, in simple terms, some of the objects and artefacts that belong to them. Following a visit to the local chapel, where they were able to take part in a baptism ceremony, they describe the ritual and show that they have a very good understanding of its significance. (*Ysgol Llanefydd*)
- KS2 pupils describe the characteristics of Christian celebrations in detail and offer clear explanations of the significance of water in the baptism ceremony. (*Ysgol Llanefydd*)
- Pupils learn about the role of special places and special books in Christianity. (*Ysgol Y Parc*)
- From visits to local churches and chapels pupils learn about similarities and differences in the buildings and the ways in which worship takes place. (*Ysgol Y Parc*)
- Pupils understand the nature and relevance of a range of festivals and celebrations and participate in services to mark these, including Harvest and Christmas, which they know to be Jesus' birthday. They participate in a 'hungry experience to be aware of the importance of the harvest and consider the plight of those who experience a failed harvest. (*Ysgol Y Parc*)
- As they proceed through the school, pupils develop a sound understanding of Christian beliefs and practices. (*Ysgol Bryn Collen*)
- Pupils interpret symbols of Christianity. (*Ysgol Bryn Collen*)
- KS1 pupils role-play well the rites of passage in their own lives such as Christian baptism and marriage. (*Ysgol Bryn Collen*)
- Older pupils know the importance of the Bible to Christianity. (*Ysgol Bryn Collen*)
- Pupils develop a knowledge and understanding of the beliefs and customs of Christianity. (*Ysgol Maes Hyfryd*)
- Through the use of artefacts, pupils become aware of the use of symbolism in the Christian religion and other religions. (*Ysgol Maes Hyfryd*)
- Pupils have an understanding of the Christian rites of passage and celebrations and regularly visit churches and a chapel to learn about their significant features and their purpose. (*Ysgol Gellifor*)
- Pupils at KS1 have a good understanding of the nativity and a good knowledge of the importance Christian festivals associated with the life of Jesus. (*St Brigid's Primary School*)
- At KS1 pupils have a good awareness of Christian worship including the importance of prayer and how Christians should behave to each other. (*St Brigid's Primary School*)
- Pupils at KS2 have a good knowledge of special places as they look at places that are important to Christians. (*St Brigid's Primary School*)
- Pupils give considered views on difficult questions, such as the problem of suffering, The Trinity, the existence of God and life after death. (*St Brigid's Secondary School*)
- Students have a good knowledge and comprehension of Christianity and Judaism and demonstrate clear understanding of complex topics, such as the Talmud, mysticism in Judaism and the Birth narratives in Christianity. (**RS AS/A2** *St Brigid's Secondary School*)

Knowledge / Understanding of Religious Concepts / Themes

6 Schools

- In KS1, the pupils identify a church and a chapel as places of worship and describe, in simple terms, some of the objects and artefacts that belong to them. Following a visit to the local chapel, where they were able to take part in a baptism ceremony, they describe the ritual and show that they have a very good understanding of its significance. (*Ysgol Llanefydd*)
- In KS2, the pupils experience a good range of various aspects of the subject. (*Ysgol Llanefydd*)
- KS2 pupils have a very good awareness of their existence as members of a worldwide family and of their responsibility towards people in other parts of the world who are less fortunate than themselves. (*Ysgol Llanefydd*)
- Pupils are making good progress in acquiring knowledge and understanding, both about and from religion. (*Ysgol Y Parc*)
- Pupils understand the nature and importance of friendship when they consider what makes a good friend. (*Ysgol Y Parc*)
- Pupils learn the importance of thanking people who help them, both at home and at school including celebrating ‘mothers’ day’ by making a card. (*Ysgol Y Parc*)
- Pupils develop a good understanding of community and the need for rules to govern behaviour. They learn the importance of sharing and working together as a team and demonstrate this in their daily encounters. (*Ysgol Y Parc*)
- Pupils know why and how the believers of different religions worship, pray and celebrate their faith. They have knowledge of various places of worship and of festivals and celebrations of the different religions. (*Ysgol Maes Hyfryd*)
- Pupils’ knowledge is secure and they show willingness to reflect and wonder on their own accord. (*Ysgol Maes Hyfryd*)
- Pupils have a good sense of self-worth and of the importance of family and friends. (*Ysgol Gellifor*)
- Pupils know that rules are necessary in all religions and in all aspects of life. (*Ysgol Gellifor*)
- Pupils have good knowledge, understanding and recall of the religions and topics they study. They use this learning and knowledge to present information confidently to the rest of the class, for example the case brought against Jesus. (*St Brigid's Secondary School*)
- Pupils have a good understanding of how symbols are used in religion to express beliefs by showing how these are identified and used in churches. (*St Brigid's Secondary School*)
- Pupils can show how historical events lie behind current religious practices such as The Last Supper and the Eucharist, the Exodus and the Passover. (*St Brigid's Secondary School*)
- Pupils have good knowledge and understanding of the content of their course. (*KS4 St Brigid's Secondary School*)
- Students find the talks interesting and relevant and have a good recall of content covered and discussed. (*VI Form St Brigid's Secondary School*)
- They know about the role of special books, such as the Bible, play in religious thinking. (*Ysgol Frongoch*)
- Having analysed the story of ‘The Good Samaritan’ pupils’ play the ‘moral dilemma’ game sensibly and debate, in small groups, how they would deal

with various issues relevant to their lives. They have a good understanding of a 'parable'. (*Ysgol Frongoch*)

No Shortcomings

6 Schools

- There are no significant shortcomings. (*Ysgol Llanefydd*)
- There are no significant shortcomings (*Ysgol Y Parc*)
- There are no significant shortcomings (*Ysgol Maes Hyfryd*)
- There are no significant shortcomings (*Ysgol Gellifor*)
- There are no major shortcomings. (*St Brigid's Primary School*)
- There are no major shortcomings. (*VI Form St Brigid's Secondary School*)

Relationship of Scheme of Work to Agreed Syllabus

5 Schools

- The provision is in accordance with the county's agreed syllabus. (*Ysgol Llanefydd*)
- Pupils are making good progress in acquiring knowledge and understanding. Both about and from religion, through the Agreed Syllabus of the LEA. The areas covered by the syllabus are well integrated into the termly topic themes so that pupils learn well both in dedicated religious education lessons and in other, incidental activities. (*Ysgol Y Parc*)
- The school is working to the Agreed Syllabus. (*Ysgol Gellifor*)
- The primary department's scheme of work is based both on the Catholic syllabus and the UA Agreed syllabus. (*St Brigid's Primary School*)
- The school currently follows the Westminster syllabus, having regard to the Denbigh Agreed Syllabus for Religious Education. (*St Brigid's Secondary School*)

Visits to Local Churches/Chapels/Places of Worship

4 Schools

- In KS1, the pupils identify a church and a chapel as places of worship and describe, in simple terms, some of the objects and artefacts that belong to them. Following a visit to the local chapel, where they were able to take part in a baptism ceremony, they describe the ritual and show that they have a very good understanding of its significance. (*Ysgol Llanefydd*)
- From visits to local churches and chapels pupils learn about similarities and differences in the buildings and the ways in which worship takes place. (*Ysgol Y Parc*)
- Pupils visit places of worship regularly and are developing a good awareness of the importance of their community. (*Ysgol Bryn Collen*)
- Pupils have an understanding of the Christian rites of passage and celebrations and regularly visit churches and a chapel to learn about their significant features and their purpose. (*Ysgol Gellifor*)

Opportunities for Discussion of Issues/Feelings/Moral Issues

4 School

- KS1 pupils discuss intelligently and sincerely the attributes of ‘a good friend’ and the way they can help other people both in and out of school. (*Ysgol Llanefydd*)
- KS2 pupils express their opinions maturely when they discuss the rights of children across the world and show empathy when discussing the work of humanitarian agencies such as ‘Water Aid’ (*Ysgol Llanefydd*)
- Pupils show progressiveness when discussing spiritual aspects of the subject. (*Ysgol Maes Hyfryd*)
- Students discuss thoughtfully and confidently contentious issues in religion such as the question of truth in the Gospels, the timeless nature of revelation and the changes in life and society. (**RS AS/A2 St Brigid’s Secondary School**)

Knowledge/Awareness of Famous Lives

3 Schools

- KS1 pupils can accurately describe some of the events in the life of religious leaders such as St David. (*Ysgol Llanefydd*)
- Pupils are familiar with stories that are relevant to the religious tradition of Wales, in particular those about Dewi Sant and other Celtic saints. (*Ysgol Y Parc*)
- Pupils at KS2 study the work of such religious leaders as Mother Theresa, Dr Barnardo and Martin Luther-King and the lives of St David and St Patrick. (*St Brigid’s Primary School*)
- Pupils are able to show how a person's beliefs can influence the way in which they live and they illustrate this with reference to people such as Father Damien and Sally Trench. (*St Brigid’s Secondary School*)

Understand the Need For / Show Sensitivity to Other Beliefs / Values

3 Schools

- KS2 pupils appreciate the value of different opinions. For example, early in the Key Stage pupils analyse various contemporary responses to Jesus. (*Ysgol Bryn Collen*)
- Pupils understand and show sympathy with ways different believers express their faith. (*Ysgol Maes Hyfryd*)
- Pupils avoid stereotyping and are aware that not all Christians, for example, follow the same religious practices or hold identical beliefs. (*St Brigid’s Secondary School*)
- Pupils ask pertinent questions and avoid common misconceptions such as the distinction between a religion and a denomination. They listen to the views of others and reconsider their own opinions in the light of this. (*KS4 St Brigid’s Secondary School*)

Opportunities / Ability To Express Own Ideas / Views

3 Schools

- Most pupils confidently express their own feelings and those of others. (*Ysgol Bryn Collen*)
- Pupils give considered views on difficult questions such as the problem of suffering, the Trinity, the existence of God and life after death. (*St Brigid’s Secondary School*)

- Pupils present carefully argued and balanced responses, both orally and in writing, on topics such as the value of pilgrimage, sex before marriage, divorce, punishment and war. In doing so they apply the religious (Christian and Jewish) perspective to their responses to these topical issues. *(KS4 St Brigid's Secondary School)*
- In the lower school pupils express their feelings as new members of their school, describe their family and their friends and explain why they themselves are special. *(Ysgol Frongoch)*

Opportunities / Ability to Meditate on the Affect On Their Own Lives

3 Schools

- Pupils develop a good understanding of community and the need for rules to govern behaviour. They learn the importance of sharing and working together as a team and demonstrate this in their daily encounters. *(Ysgol Y Parc)*
- Pupils understand that New Testament parables have meaning for their own lives. *(Ysgol Bryn Collen)*
- Pupils regularly use examples from their locality and experiences to illustrate concepts and issues. *(KS4 St Brigid's Secondary School)*

Opportunities for the Development /Expression of Personal Beliefs

2 Schools

- Many interpret and describe their own feelings maturely, and demonstrate some sensitivity spiritual matters. *(Ysgol Gellifor)*
- Students are able to question and debate the pertinent issues covered such as spirituality and ecology, Christian values, the just war, reconciliation, ethics and abortion. *(VI Form St Brigid's Secondary School)*

Contribution of RE to SMSC Development

2 Schools

- Religious education makes a good contribution to the promotion of the social and moral development of the pupils. *(Ysgol Y Parc)*
- Throughout the school, pupils make good progress in personal and social education when taught through religious education lessons and during circle time. *(Ysgol Gellifor)*

Understanding / Awareness of the Need for Caring/Sharing

2 Schools

- Pupils understand the importance of caring for the world they live in and support conservation and recycling activities well. They know that all children are different, but all are special and that individuals' feelings are important. *(Ysgol Y Parc)*
- They study the lives of famous people who have made significant contributions to the world *(Ysgol Frongoch)*

Aware of the Impact of Belief on Lifestyle

2 Schools

- Pupils are aware of the ways in which different peoples' way of life are affected by beliefs and they understand what the significance of this is on the wider life of different ethnic groups. *(Ysgol Maes Hyfryd)*
- Pupils are able to show how a person's beliefs can influence the way in which they live. *(St Brigid's Secondary School)*

Composing of / Writing of Own Prayers *1 School*

- Pupils across both key stages write sensitive and sincere prayers which they willingly share with others. (*St Brigid's Primary School*)

Use of Artefacts to Enhance Teaching and Learning *1 School*

- Through the use of artefacts, pupils become aware of the use of symbolism in the Christian religion and other religions. (*Ysgol Maes Hyfryd*)

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

- Students ask pertinent questions and support their views with reasoned arguments on topics such as tradition and ritual slaughter.
(*RS AS/A2 St Brigid's Secondary School*)

Understanding of Community and of Responsibilities for Members *1 School*

- Pupils develop a good understanding of community and the need for rules to govern behaviour. (*Ysgol Y Parc*)

Comments on Collective Worship in RE Section of Report *1 School*

- In the school service, pupils recognise the significance of the 'candle of friendship' and carry what they learn into the school day. (*Ysgol Y Parc*)

Quality/Variety/Sufficiency of Written Work *1 School*

- KS2 pupils record their work in an interesting and effective way, using a wide range of writing forms. (*Ysgol Llanefydd*)

Use of Co-operation / Group Work in RE Lessons / Work *1 School*

- Pupils enhance their collaborating skills. (*Ysgol Maes Hyfryd*)

Opportunities to Develop / Use of Skills of Investigation / Research *1 School*

- Students effectively use a range of sources, for example, notes and video, to research and extract relevant information when formulating a response to a question. In doing so they pay due regard to modern scholarship in the field.
(*RS AS/A2 St Brigid's Secondary School*)

Familiarity with Technical Terms / Vocabulary *1 School*

- Pupils have a good command of religious terms and expressions and use them correctly and in context. (*St Brigid's Secondary School*)

- Pupils are able to define and use key religious words and terminology and also show how symbolism is used in religion. *(KS4 St Brigid's Secondary School)*
- Students use accurately and are able to define key religious and theological terms. **(RS AS/A2 St Brigid's Secondary School)**

KS4/Post 16 Provision of Examination Classes in RS

1 School

- Students follow a programme that is tailored to their needs and requirements, drawing on a range of outside speakers and visits.
(VI Form St Brigid's Secondary School)

Awareness of Questions Arising From Everyday Experiences

1 School

- Pupils regularly draw on their own experiences to explain and illustrate key religious concepts. *(St Brigid's Secondary School)*
- Pupils ask pertinent questions and avoid common misconceptions such as the distinction between a religion and a denomination. They listen to the views of others and reconsider their own opinions in the light of this.
(KS4 St Brigid's Secondary School)

Development of Key Skills Through RE Work

1 School

- Students make well-structured and balanced presentations to each other, some using PowerPoint, on topics such as the teachings and writings of St. Paul.
(RS AS/A2 St Brigid's Secondary School)

Pupils Response/Reaction To RE Provision

1 School

- Pupils engage with their study using innovative mnemonics to help them address the key aspects of a topic such as suffering.
(KS4 St Brigid's Secondary School)
- Students are both positive and appreciative of the provision they receive.
(VI Form St Brigid's Secondary School)

Nature / Quality of Tasks Set in Lessons

1 School

- Pupils make accurate notes from materials produced by the teacher, from video and from their own research identifying the salient aspects of topics.
(KS4 St Brigid's Secondary School)

Contribution of Other Subjects to RE Learning

1 School

- Pupils' knowledge is strengthened by work done in art, geography and personal and social education. *(Ysgol Maes Hyfryd)*

NEGATIVE COMMENTS

Quality/Variety/Sufficiency of Written Work **2 Schools**

- Older pupils in the English-medium stream do not record their religious education work in sufficient depth or breadth. (*Ysgol Bryn Collen*)
- Some written responses are insufficiently developed.
(**RS AS/A2 St Brigid's Secondary School**)

Knowledge / Understanding / Inclusion of Religions Other Than Christianity **1 School**

- Pupils have limited knowledge of religious practices, places of worship and the lives of children growing up in different faith communities.
(*Ysgol Frongoch*)

Knowledge / Understanding of Religious Concepts/Themes **1 School**

- Some pupils show confusion with aspects of the course such as religious pilgrimage. (*KS4 St Brigid's Secondary School*)

Use of Artefacts to Enhance Teaching and Learning **1 School**

- Pupils' understanding of other religions is limited by a lack of appropriate artefacts. (*St Brigid's Primary School*)
- Pupils in the upper school study religious education at too superficial a level. Their work is limited in scope and they do not sufficiently build upon information retrieval skills or study religious artefacts. (*Ysgol Frongoch*)

Opportunities for Discussion of Issues/Feelings/Moral Issues **1 School**

- Some fail to engage fully in questioning and discussion and a minority of written responses lacks balance. (*KS4 St Brigid's Secondary School*)
- A minority of students makes a limited oral contribution to class discussion
(**RS AS/A2 St Brigid's Secondary School**)

Opportunities /Ability to Express Own Ideas / Views **1 School**

- Some pupils make basic responses that display little critical reflection.
(*KS3 St Brigid's Secondary School*)

Nature/Quality of Tasks Set in Lessons **1 School**

- Pupils in the upper school study religious education at too superficial a level. Their work is limited in scope and they do not sufficiently build upon information retrieval skills or study religious artefacts. (*Ysgol Frongoch*)

**Report on the Provision of Religious Education
In the Prestatyn Consortium of Schools**

For SACRE - October 2004

1. Background:

Following visits by the Inspector/Adviser RE to each of the schools during the summer term, a report of the visit and issues and outcomes was agreed with the school. There follows the Good Features, Shortcomings and Recommendations for each school, and a general summary of the whole consortium.

2. Excerpts from the School Visits:

a) Prestatyn High School

Good features

- Clear documentation and excellent planning by all teachers, leading to good quality in teaching and in learning.
- Wide range of tasks and activities undertaken and provided - excellent stimulus and response.
- Good range of resources and artefacts, and excellent use of active learning and participatory activities.
- High and positive status of the subject in the school, both in terms of the curriculum and also the general life of the school.

Shortcomings

- No real shortcomings were identified, beyond those in the recommendations below, which are assigned for addressing by the department already.

Recommendations

- Maintain the excellent levels of commitment and dedication of staff to their planning and teaching, and the sharing and supportive nature of the department.
- The department has already identified the need to enhance their assessment of pupils' work, and the recording of it with reference to the level descriptions of the Agreed Syllabus.
- Continue and further develop the attention to the development of key skills through the RE work.

b) Penmorfa CP School

Good features

- The scheme of work planning grids provide detailed information and are consistently recorded.
- The two RE coordinators take their role seriously and provide excellent support and direction to colleagues.
- There is regular monitoring of RE work, and written notes provided on these.
- Self evaluation procedures are in place, and further developments are expected; a curriculum improvement plan is in place, with appropriate targets.
- Issues identified in the Inspection of June 2002 have been addressed.
- An excellent and engaging lesson observed with a Year 2 class.

Shortcomings

- Some of the activities - both in the planning grids and in pupils books - do not allow full development of RE skills and thinking.
- An 'open ended' lesson in a Year 5 class on community: there was no clear evidence of RE content to the work in this topic/lesson, although the class were working well and were on task throughout.
- Some aspects of the scheme need revising, where Programmes of Study elements are not highlighted, or where all for a key stage are highlighted, etc.

Recommendations

- Continue the good practice of monitoring and sharing by the two Coordinators.
- Further develop and refine the scheme of work as already in place in the schools, and in line with the Curriculum Improvement Plan.
- Ensure an evaluation of tasks and activities to provide a wider range that will develop RE thinking and understanding, and serve as a development of the work rather than a mere recording of it.
- Build in to the targets for the Curriculum Improvement Plan some means to further raise the quality of pupils' work in RE, as per the comments above.

c) Bodnant Junior School

Good features

- Positive attitudes towards RE from staff and pupils.
- 'Active' approaches and contributions through the use of visitors and visits.
- Good and detailed planning in the scheme of work, and regular evaluation of the scheme and discussion with teachers.
- Good planning for acts of collective worship, and use made of local churches for some special services.

Shortcomings

- Insufficient crystallising of the good discussion work in RE, and recording afterwards.
- A lack of opportunities for engagement and personal response to issues and aspects of the work.
- Reduced provision of RE in Year 6 because of time allocation (impact of SATS).

Recommendations

- Continue the good practice regarding collective worship.
- Maintain the links with the local faith communities for worship and contributions to RE teaching and learning.
- Assist Year 3 and Year 5 staff to widen the range of tasks and activities, so that pupils engage with the material more, and have opportunities to offer their own personal responses.
- Encourage staff to use writing frames and provide opportunities for the crystallising of discussion/oral work, so that the value of it is enhanced.
- Increase time allocation for RE in Year 6.

d) Bodnant Infants School

Good features

- Wider issues of spiritual/moral development well catered for, and the use of a worry box, and counsellors on the playground, and other cross-class and school initiatives is beneficial.
- Multicultural activities and considerations are undertaken.
- Good links with the local clergy.
- Scheme of work soundly based on the Stanley Thornes Infant RE, with appropriate amendments.

Shortcomings

- Some activities lose the RE focus, and need to be reviewed
- No other shortcomings were identified or discussed during the short visit.

Recommendations

- Consider the religious understanding to be developed in topics, and question whether a particular story/illustration deepens or contributes to it, and question whether the activity selected for pupils helps the understanding in any way.
- Evaluate worksheets from the scheme, and enhance them with work more related to the purpose of the unit/topic.
- Continue the review of the scheme and of children's work as planned.

e) Ysgol Melyd

Good features

- The scheme of work, based on the Badger Scheme of RE, has a clear structure, and resources from the scheme to assist teachers in their planning and delivery.
- Inclusion of clear and specific RE material in the Early Years work.
- A good range and balance in the tasks and activities undertaken in the RE programme.
- A sense of occasion in the act of collective worship, and the involvement of all of the class in the presentation. Involvement of the parents and community in the act of worship.

Shortcomings

- No particular shortcomings were identified during the short visit.

Recommendations

- Maintain the development of the scheme and the wide range of activities.
- Evaluate, by a process of monitoring and discussion, the standards being achieved, and develop the assessment of work through reference to the levels of attainment in the Agreed Syllabus.
- Continue the good practice in terms of collective worship provision, and maintain the simple record of the themes of presentations made.
- Revise the policy for collective worship to reflect the change to whole school worship every day. *(This has been done by the school since the visit)*

f) Ysgol Hiraddug, Dyserth

Good features

- Review process of scheme of work well under way, and steps being taken to ensure development and extension of work, and consolidation of planning across the school.
- The range of activities in some classes is sufficiently varied and appropriate.
- Monitoring and discussion of work by Coordinator.
- The attentiveness and atmosphere in the act of collective worship.

Shortcomings

- Narrow range of activities and approaches in some classes, and lower levels of expectation.
- No other shortcomings identified during the short visit.

Recommendations

- Continue the revisions and evaluation of the scheme of work.
- Ensure a wider range of activities, and develop the expectations and challenge of the work in the upper juniors.
- Ensure adequate reference to Christian/religious teachings in the study of moral issues.

3. Overall Comments

Good Features

There is much to celebrate in terms of the good features in the schools of the consortium, in particular:

- The levels of planning and quality of schemes of work
- The good range of activities and tasks undertaken by pupils
- The status of the subject or the attitude towards it by staff and pupils
- The monitoring and evaluation of work, schemes and activities
- The use and support of the local faith communities

Shortcomings

It is noteworthy that the shortcomings identified were largely for individual matters in individual schools. The only shortcoming referred to more than once was to do with the extent to which some tasks/activities did not develop the RE learning sufficiently.

Recommendations

Given the individuality of the shortcomings, the recommendations tend to be focussed on individual aspects in the schools. However, the maintaining or continuing of good practice was a recommendation referred to several times. Many others were issues already identified by the schools, and in some cases under way.

Standards

It was not possible to make a judgement on standards in every school, but the general discussions and lessons/books seen, together with the overall picture emerging from the visits, would allow considerable confidence in the work being achieved in RE in the schools of the consortium. Where there are issues in terms of standards, they are to do with individual year groups, and the schools are addressing those issues.



Agenda Eitem Rhif 9

Agenda Item No. 9

Chairman / Cadeirydd: Revd.Fr.Ieuan Wyn Jones
39 Dorset Street
Grangetown
Cardiff CF11 6PS
Tel / Ffôn 02920 666632

Secretary / Ysgrifennydd ; Mrs.S.Collingbourne
The Gables
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Dear Clerk to SACRE

I have enclosed a draft copy of the minutes of the meeting of WASACRE at Llangefni on 23rd June 2004. I thought they may be useful if your SACRE meeting is scheduled before WASACRE Executive meets to approve the draft. I will send the approved version following the Executive meeting and prior to WASACRE meeting in November.

Annwyl Glerc CYSAG

Rwy'n amgáu copi drafft o Gofnodion cyfarfod CCYSAGC yn Llangefni ar 23^{ain} Mehefin 2004. Efallai y byddant yn ddefnyddiol os yw cyfarfod eich CYSAG yn cael ei gynnal cyn i Bwyllgor Gwaith CCYSAGC gyfarfod i gymera dwyo'r drafft. Byddaf yn anfon y fersiwn cymeradwyedig ar ôl cyfarfod y Pwyllgor Gwaith a chyn cyfarfod CCYSAGC ym mis Tachwedd.

Yn ddiffuant

Susan Collingbourne
Susan Collingbourne
Ysgrifennydd



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Minutes of meeting at Llangefni
Cofnodion cyfarfod Llangefni

Dydd Mercher 23ain Mehefin, 2004

Present/Yn Bresennol:

Anglesey/Ynys Môn
Bethan James — CYNNAL
Eleri Moss — CYNNAL
Rheinallt A Thomas
Richard Parry Jones

Blaenau Gwent
Gill Vaisey

Bridgend/Pen-y-bont ar
Ogwr
Carys Thomas

Caerphilly/Caerffili
Cliff D M Gray
Vicky Thomas

Cardiff/Caerdydd
Y Tad Ieuan
Graham Davies

Carmarthenshire/
Sir Gaerfyrddin
Mary Parry

Ceredigion
Bethan Evans
Mary Parry
Vaughan Salisbury

Gonwy
Gavin Craigen
Nicholas Richter

Denbighshire/Sir Ddinbych
Gavin P Craigen
Morfudd M Jones
Mairwenna B Lloyd

Flintshire/Sir y Fflint
Gavin Craigen

Gwynedd

Eirian Bradley-Roberts
Bethan James — CYNNAL
Eleri Moss — CYNNAL

Merthyr Tydfil/Merthyr
Tudful
Carys Thomas

Monmouth/Sir Fynwy
Gill Vaisey

Neath and Port Talbot/
Castell-Nedd ac Aberafan

Newport/Casnewydd
Vicky Thomas
Susan Collingbourne

Pembrokeshire/Sir Benfro
Gwyn Rogers

Powys
John Mitson

Rhondda Cynon
Taff/Rhondda Cynon Taf
Carys Thomas
Eldon Phillips

Swansea/Abertawe
Vicky Thomas

Torfaen
Vicky Thomas

Vale of Glamorgan/Bro
Morgannwg

Wrexham/Wrecsam

Vicky Barlow
Tania ap Siôn
Tom Wright

Observers/Arsyllwyr
Paul Morgan (Estyn)
Hywel I Evans
(CEMW/MAGC)
Denize Morris (ACCAC)
Peter Williams
(GTCW/CACC)
Leslie Francis

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1. Quiet Reflection

The meeting began with a period of quiet reflection.

2. Introduction and welcome

Mrs.Mairwenna Lloyd introduced Cllr.Mrs.Bessie Burns (Vice Chair of Anglesey SACRE).

Cllr. Burns welcomed us to Llangefni and spoke of the importance of WASACRE. She went on to say that she had followed its progress since the last visit to the island. She felt that schools were indebted to the Association, especially in these troubled times. She spoke of the contribution of RE to the teaching of tolerance and understanding of human nature and a need for our pupils to become aware of issues in their world. RE is associated with looking for meaning in life and helps pupils to make sense of themselves and the world in which they live. She congratulated the teachers of RE in Anglesey's schools in a time when values are uncertain. She spoke of receiving and monitoring reports at SACRE meetings and remarked on the high standards achieved.

Cllr Burns concluded by wishing us well and hoped that we would return and visit the island with our families at some future date, there was much to see and enjoy!

Mrs.Lloyd thanked Cllr.Burns for her warm welcome and affirmed that the association were aware of the high standards in RE teaching on the island. Mrs.Lloyd called upon the Vice Chair of Anglesey SACRE –Mr.Rheinallt Thomas- to say a few words.

Mr.Thomas endorsed all that Cllr.Burns

1. Adfyfyrion Tawel

Dechreuodd y cyfarfod gyda chyfnod o adfyfyrion tawel.

2. Cyflwyniad a chroeso

Cyflwynodd Mrs. Mairwenna Lloyd y Cynghorydd Mrs. Bessie Burns (Is-Gadeirydd CYSAG Ynys Môn).

Estynnodd y Cynghorydd Burns groeso i ni i Llangefni, a siaradodd am bwysigrwydd CCYSAG. Aeth ymlaen i ddweud ei bod wedi dilyn cynnydd y Gymdeithas ers ein hymweliad blaenorol â'r ynys. Teimlai fod gan ysgolion ddyled i'r Gymdeithas, yn enwedig yn y cyfnod cythryblus hwn. Soniodd am gyfraniad AG at addysgu goddefgarwch a dealltwriaeth o'r natur ddynol, ac am yr angen i'n disgyblion ddod yn ymwybodol o faterion eu byd. Yr oedd AG yn gysylltiedig â chwilio am ystyr mewn bywyd, ac yn helpu disgyblion i'w deall eu hunain a'r byd yr oeddynt yn byw ynddo. Llongyfarchodd y Cynghorydd Burns yr athrawon yn ysgolion Ynys Môn mewn cyfnod pan oedd gwerthoedd yn ansicr. Soniodd am dderbyn a monitro adroddiadau mewn cyfarfodydd CYSAG, ac ar y safonau uchel a oedd yn cael eu cyflawni.

Gorffennodd y Cynghorydd Burns drwy ddymuno'n dda i ni, gan obeithio y byddem yn dychwelyd i ymweld â'r ynys rywdro yn y dyfodol: yr oedd llawer i'w weld a'i fwynhau!

Diolchodd Mrs. Lloyd i'r Cynghorydd Burns am ei chroeso cynnes, a chadarnhaodd fod y Gymdeithas yn ymwybodol o safonau uchel addysgu AG ar yr ynys. Galwodd Mrs. Lloyd ar Is-Gadeirydd CYSAG Ynys Môn, Mr. Rheinallt Thomas, i ddweud ychydig eiriau.

Cefnogodd Mr. Thomas bopeth yr oedd

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had said. He spoke of the new building that we were meeting in. He referred to the Corporate Director of education - Mr. Richard Parry-Jones - who also served as Clerk to the SACRE, thus giving the highest level of support to the work of the SACRE. Anglesey is one of the smallest authorities in Wales, with the smallest population, but with a willing co-operation with Gwynedd many things have been made possible. The natural language of the SACRE is Welsh, reflecting the local community with 70% first language Welsh speakers. The Faith group has no other faiths represented other than Christianity, as none meet on the island. However there is a sensitivity to other faiths and they are treated within the Agreed Syllabus in the same way as other authorities.

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The Chair thanked Mr. Thomas and invited Mr. Parry-Jones to speak.

Mr. Parry-Jones endorsed the warm welcome and affirmed that the SACRE was indebted to the Association for the professional guidance that it gives.

The Chair outlined the domestic arrangements; RE News was in envelopes for representatives from each authority to take with them; the Election to Executive will be unopposed but an election for Vice Chair will take place; Denize Morris and Prof. Leslie Francis were elected as tellers. Mr. Hywel Jones will be Returning Officer (Mr. Jones may have left the meeting before this point and the Secretary was authorised to take his place).

y Cynghorydd Burns wedi ei ddweud. Cyfeiriodd at yr adeilad newydd yr oeddem yn cyfarfod ynddo. Cyfeiriodd at y Cyfarwyddwr Addysg Corfforaethol, Mr. Richard Parry-Jones, a oedd hefyd yn gwasanaethu fel Clerc y CYSAG, a thrwy hynny'n rhoi'r lefel uchaf o gefnogaeth i waith y CYSAG. Yr oedd Ynys Môn ymysg yr awdurdodau lleiaf yng Nghymru, gyda'r boblogaeth leiaf, ond oherwydd cydweithio parod gyda Gwynedd yr oedd llawer wedi bod yn bosibl. Iaith naturiol y CYSAG oedd y Gymraeg, gan adlewyrchu natur y gymuned leol lle'r oedd 70% yn siarad Cymraeg fel iaith gyntaf. Nid oedd y Grŵp Ffydd yn cynnwys cynrychiolwyr unrhyw ffydd ar wahân i Gristnogaeth, gan nad oedd unrhyw un arall yn cyfarfod ar yr ynys. Fodd bynnag, yr oedd yna sensitifrwydd i fathau eraill o ffydd, ac yr oeddynt yn cael eu trin yn y Maes Llafur Cytunedig yn yr un modd ag yr oeddent mewn awdurdodau eraill.

Diolchodd y Cadeirydd i Mr. Thomas, ac estynnodd wahoddiad i Mr. Parry-Jones i siarad.

Ategodd Mr. Parry-Jones y croeso cynnes, a chadarnhaodd fod y CYSAG yn ddyledus i'r Gymdeithas am yr arweiniad proffesiynol yr oedd yn ei roi.

Amlinellodd y Cadeirydd y trefniadau domestig; yr oedd 'Newyddion AG' mewn amlenni i gynrychiolwyr pob awdurdod eu cymryd; byddai'r Etholiadau i'r Pwyllgor Gwaith yn ddiwrthwynebiad, ond byddai etholiad am swydd yr Is-Gadeirydd; etholwyd Denize Morris a'r Athro Leslie Francis yn Rhifwyr. Mr. Hywel Jones fyddai'r Swyddog Canlyniadau (mae'n bosibl fod Mr Jones wedi ymadael â'r cyfarfod cyn hyn, ac awdurdodwyd yr Ysgrifennydd i gymryd ei le).

3. Apologies

Cllr. John Taylor, Ven. John Lewis, Meinir Loder, Helen Gibbon, Cllr. E. Wynne, Cllr. Tom Jones, Mrs. Helen Hughes, Canon K.M. Denison, Jen Malcolm, Rev. John P.R. Davies, Mrs. Julie Pugh, Taris Lyon, Christine Abbas.

4. Minutes

The minutes of the meeting held at Aberaeron on 5th March 2004, having been distributed were confirmed with one amendment (Mrs. Parry to be changed to Mrs. Bowen in the Welsh column in minute 6.1)

5. Matters Arising

5.1 — from minute 4.2. The Chair had attended a meeting of the RE Council, the presentation had been by TTA (Teacher's Training Agency). They were aware of the situation regarding teaching practice placements within the country in which the college was situated. They had been assisting colleges on the border.

5.2 — from minute 5.5. The delegation had met with The Minister and will report at the next meeting.

5.3 — from minute 8.0. Letters and copies of the collated responses of the Symposium had been sent to WAG, ACCAC and WJEC. A letter from Mr. John V. Williams was read and a copy was requested to be sent out with the minutes. Appendix 1.

5.4 — from minute 8.3. It was reported that ACCAC have held the first meeting to consider Guidelines for writing SACRE Annual Reports. A second meeting was scheduled for July.

3. Ymddiheuriadau

Y Cyng. John Taylor, yr Hybarch John Lewis, Meinir Loder, Helen Gibbon, y Cyng. E. Wynne, y Cyng. Tom Jones, Mrs. Helen Hughes, y Canon K.M. Denison, Jen Malcolm, y Parch. John P.R. Davies, Mrs. Julie Pugh, Taris Lyon, Christine Abbas.

4. Cofnodion

Cafodd Cofnodion y cyfarfod a gynhaliwyd yn Aberaeron ar 5^{ed} Mawrth 2004 (a oedd wedi eu dosbarthu'n flaenorol) eu cadarnhau gydag un newid (enw Mrs. Parry i gael ei newid yn Mrs. Bowen yn y golofn Gymraeg yng Nghofnod 6.1)

5. Materion yn Codi

5.1 — o Gofnod 4.2. Yr oedd y Cadeirydd wedi mynd i gyfarfod o'r Cyngor AG, lle cafwyd cyflwyniad gan TTA (yr Asiantaeth Hyfforddi Athrawon). Yr oeddynt yn ymwybodol o'r sefyllfa ynglŷn â lleoliadau ymarfer dysgu yn y wlad lle'r oedd y coleg wedi ei leoli. Yr oeddynt wedi bod yn cynorthwyo colegau ar y gororau.

5.2 — o Gofnod 5.5. Yr oedd y ddirprwyaeth wedi cyfarfod y Gweinidog, a byddent yn adrodd i'r cyfarfod nesaf.

5.3 — o Gofnod 8.0. Yr oedd llythyrau a chopïau o'r ymatebion cydgasgledig i'r Symposiwm wedi eu hanfon at Lywodraeth Cynulliad Cymru, ACCAC a CBAC.

Darllenwyd llythyr oddi wrth Mr. John V. Williams, a gofynnwyd am i gopi gael ei ddsbarthu gyda'r Cofnodion, ar ffurf Atodiad 1.

5.4 — o Gofnod 8.3. Adroddwyd bod ACCAC wedi cynnal y cyfarfod cyntaf er mwyn ystyried Canllawiau ar gyfer ysgrifennu Adroddiadau Blynyddol. Yr oedd ail gyfarfod wedi ei drefnu ar gyfer mis Gorffennaf.

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5.5 - from minute 10. The University of Wales, Bangor had been invited to give a presentation at this meeting, but were unable to attend because of pressure of the examination timetable.

5.6 - from minute 5.2. The Welsh Baccalaureate- a letter from Michael Parkinson had been circulated. WASACRE have been invited to form a working party to prepare 'signposting' for RE for the Baccalaureate. This will be : The Chair of WASACRE, the immediate past Chair, the Secretary (as scribe) and three members of NAPfRE. A list has been received of the piloting schools. This will be sent with the minutes Appendix 2

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5.7 -from minute 5.6. the Executive have invited Mr.Tudor Thomas to speak to the next meeting of the Association about AS and A2 options.

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6. Presentation by Mr.Peter Williams GTCW.

The Chair welcomed Mr.Williams to the meeting.

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- I. Mr.Williams thanked the Chair for the invitation to speak to the Association and confirmed that he was pleased to accept nomination to serve on GTCW for the period 2003-2006.
- II. Nominated and Appointed members of GTCW serve a 3 year period; Elected members serve for 4 years. The elections for 2004 – 2008 have been completed and new members will begin their term on 1st September.

5.5 — o Gofnod 10. Yr oedd Prifysgol Cymru, Bangor, wedi cael gwahoddiad i wneud cyflwyniad yn y cyfarfod hwn, ond wedi methu â bod yn bresennol oherwydd pwysau'r amserlen arholiadau

5.6 — o Gofnod 5.2: y Fagloriaeth Gymreig — yr oedd llythyr oddi wrth Michael Parkinson wedi ei gylchredeg. Yr oedd CCYSAGC wedi cael ei gwahodd i ffurfio gweithgor er mwyn paratoui 'arwyddbyst' AG ar gyfer y Fagloriaeth. Yr aelodau fyddai: Cadeirydd CCYSAGC, y Cadeirydd diwethaf, yr Ysgrifennydd (fel ysgrifennydd), a thri aelod o NAPfRE. Yr oedd rhestr wedi dod i law o'r ysgolion a fyddai'n cymryd rhan. Byddai hon yn cael ei dosbarthu gyda'r Cofnodion, ar ffurf Atodiad 2.

5.7 — o Gofnod 5.6. Yr oedd y Pwyllgor Gwaith wedi gwahodd Mr. Tudor Thomas i siarad yng nghyfarfod nesaf y Gymdeithas ynglŷn â dewisiadau AS ac A2.

6. Cyflwyniad gan Mr. Peter Williams o CACC

Croesawyd Mr. Williams i'r cyfarfod gan y Cadeirydd.

- I. Diolchodd Mr. Williams i'r Cadeirydd am y gwahoddiad i annerch y Gymdeithas, a chadarnhaodd ei bod yn bleser ganddo dderbyn enwebiad i wasanaethu ar CACC am y cyfnod 2003–2006.
- II. Yr oedd Aelodau Enwebedig a Phenodedig CACC yn gwasanaethu am gyfnod o 3 blynedd; yr oedd Aelodau Etholedig yn gwasanaethu am 4 blynedd. Yr oedd yr etholiadau ar gyfer y cyfnod 2004–2008 wedi eu cwblhau, a byddai'r aelodau newydd yn cychwyn ar

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III. The newly appointed Chair of GTCW is Mal Davies, Head of Willows High School, Cardiff, and the Vice Chair is Jacquie Turnbull, an education and training consultant.

IV. Registration- there are currently approx. 36,000 teachers registered with GTCW. This can peak at 37,500 and falls towards the end of the summer as teachers retire or resign. From the Annual Statistical Digest: The female/male split of teachers in Wales is 73%/27%. The female/male split of Headteachers is 49.4%/50.60%. The number of NQTs awarded QTS in 2003 was 1621. the female/male split of NQT's was 76.1% /23.9%. the full text of the ASD is available on www.gtcw.org.uk

V Continuing Professional Development (CPD). A massive reduction in funds for individually focussed CPD this year. The number of scholarships, sabbaticals and networks accepted in the current year is significantly lower than in previous years. However, there are still funds available for individual bursaries. There is a possibility that the deadline of 1st July will be extended, but another chance to apply by 1st November 2004. GTCW mails all teachers to encourage them to apply.

eu tymor ar Fedi 1^{af}.

III. Y Cadeirydd a oedd newydd ei benodi ar CACC oedd Mal Davies, Pennaeth Ysgol Wwchradd Willows, Caerdydd, a'r Is-Gadeirydd oedd Jacquie Turnbull, ymgynghorydd addysg a hyfforddiant.

IV. Cofrestru — ar hyn o bryd yr oedd tua 36,000 o athrawon wedi eu cofrestru gyda CACC. Yr oedd yr uchafrif yn gallu bod cymaint â 37,500, ac yr oedd y nifer yn gostwng tua diwedd yr haf wrth i athrawon ymddeol neu ymddiswyddo. Yn ôl y Crynhoad Ystadegol Blynyddol (ASD), yr oedd y rhaniad benyw/gwryw ymysg athrawon yng Nghymru yn 73%/27%. Yr oedd y rhaniad benyw/gwryw ymysg Prifathrawon yn 49.4%/50.6%. Nifer yr athrawon newydd gymhwyso y dyfarnwyd statws athro cymwysedig iddynt yn 2003 oedd 1621. Yr oedd y rhaniad benyw/gwryw ymysg athrawon newydd gymhwyso yn 76.1%/23.9%. Yr oedd testun llawn yr ASD ar gael yn www.gtcw.org.uk

V. Datblygiad Proffesiynol Parhaus (CPD). Byddai gostyngiad enfawr mewn arian ar gyfer CPD unigol eleni. Yr oedd nifer yr ysgoloriaethau, blynyddoedd sabothol a rhwydweithiau a dderbyniwyd yn y flwyddyn gyfredol gryn dipyn yn is nag mewn blynyddoedd blaenorol. Fodd bynnag, yr oedd arian yn dal ar gael ar gyfer bwrsariaethau unigol. Yr oedd posibilrwydd y byddai'r dyddiad cau, Gorffennaf 1^{af}, yn cael ei ymestyn, ond byddai cyfle arall i wneud cais erbyn 1^{af} Tachwedd 2004. Yr oedd

VI. GTCW Objectives – the five Objectives of the Corporate Plane are: (a) to raise the status of teaching by maintaining and promoting the highest standard of professional practice and conduct (b) to provide an independent representative and authoritative voice for the profession on teaching issues. (c) to communicate the positive contribution of the teaching profession to society. (d) to provide efficient, effective and robust finance, personnel and administrative systems that support the delivery of the Council's objectives.

The Chair thanked Peter for his informative presentation and invited questions. Ms G.Vaisey asked clarification re. the £500 grant.

Mr. Williams confirmed that this was for individuals not a joint application. Sue Merrill asked where the report was available for people to see. Mr. Williams replied that it was available on the website. Mr. Craigen asked that Mr. Williams report back the concern of Headteachers that the level of supply offered by GTCW does not match the actual cost paid out.

7. Report of the Executive Committee

7.1 The Executive had received a report re. the funding from NGfL and an outline had been given of the proposed pack that would be given to the teachers.

7.2 The Executive had discussed the arrangements for the voting at the AGM for the Executive and Vice

CACC yn anfon manylion drwy'r post at yr holl athrawon er mwyn eu hannog i ymgeisio.

VI. Amcanion CACC — pum Amcan y Cynllun Corfforaethol oedd: (a) codi statws addysgu trwy gynnal a hybu'r safonau uchaf o ymarfer ac ymddygiad proffesiynol; (b) darparu llais annibynnol, cynrychiadol ac awdurdodol ynglŷn â materion addysgu; (c) cyfleu cyfraniad cadarnhaol y proffesiwn addysgu i gymdeithas; (d) darparu cyfundrefnau cyllid, personél a gweinyddiaeth effeithlon ac effeithiol a oedd yn ategu cyflawniad amcanion y Cyngor.

Diolchodd y Cadeirydd i Mr Williams am ei gyflwyniad llawn gwybodaeth, a gwahoddoddd gwestiynau. Gofynnodd Ms. G. Vaisey am eglurhad ynglŷn â'r grant o £500. Cadarnhaodd Mr. Williams mai ar gyfer unigolion yr oedd hwn, nid ar gyfer cais ar y cyd. Gofynnodd Sue Merrill ble'r oedd yr adroddiad ar gael i bobl edrych arno. Atebodd Mr. Williams ei fod ar gael ar y wefan. Gofynnodd Mr. Craigen am i Mr. Williams adrodd yn ôl ynglŷn â phryder Prifathrawon nad oedd lefel y ddarpariaeth lanw a oedd yn cael ei chynnig gan CACC yn cyfateb i'r costau gwirioneddol.

7. Adroddiad y Pwyllgor Gwaith

7.1 Yr oedd y Pwyllgor Gwaith wedi derbyn adroddiad parthed yr ariannu gan y Grid Cenedlaethol ar gyfer Dysgu (NGfL), ac yr oedd amlinelliad wedi ei roi o'r pecyn bwriedig a fyddai'n cael ei roi i'r athrawon.

7.2 Yr oedd y Pwyllgor Gwaith wedi trafod y trefniadau ar gyfer y pleidleisio, yn y Cyfarfod

Chair.

7. The Secretary had attended a meeting re. The Millennium Centre to explore possible RE links with the use of the building

7.4 A letter had been received resulting from a meeting with Tony Peters and Michael Parkinson about the W.Bacc. The letter was circulated as part of the papers for Llangefni.

7.5 A letter had been received re. AS and A2 levels, it had been circulated as part of the papers for Llangefni.

8. Correspondence

- 5th January - Swansea SACRE Annual Report
- 19th January – Neath Port Talbot SACRE Annual Report
- 23rd January – letter from University of Gloucester requesting a copy of Symposium report
- 26th January – copy of letter sent by Powys re. Response to Baccalaureate
- 26th January – copy of letter sent by Powys to Builth Wells High School re. Baccalaureate
- 26th January – Conwy SACRE Annual Report, Denbighshire SACRE Annual Report, Flintshire SACRE Annual Report
- 29th January – Torfaen SACRE Annual Report
- 30th January – Monmouthshire SACRE Annual Report
- 3rd February – email from Kim Phelps re. Visit to the Minister
- 12th February – letter from John V. Williams re presentation at a

Blynyddol, i ddewis y Pwyllgor Gwaith a'r Is-Gadeirydd.

7.3 Yr oedd yr Ysgrifennydd wedi bod i gyfarfod ynglŷn â Chanolfan y Mileniwm er mwyn ymchwilio i gysylltau AG posibl gyda'r defnydd o'r adeilad.

7.4 Yr oedd llythyr wedi ei dderbyn o ganlyniad i gyfarfod gyda Tony Peters a Michael Parkinson ynglŷn â'r Fagloriaeth Gymreig, ac wedi ei gylchredeg fel rhan o bapurau cyfarfod Llangefni.

7.5 Yr oedd llythyr wedi ei dderbyn ynglŷn â Lefel AS a Lefel A2, ac wedi ei gylchredeg fel rhan o bapurau cyfarfod Llangefni.

8. Gohebiaeth

- 5^{ed} Ionawr — Adroddiad Blynyddol CYSAG Abertawe
- 19^{eg} Ionawr — Adroddiad Blynyddol CYSAG Castell Nedd Port Talbot
- 23^{ain} Ionawr — llythyr oddi wrth Brifysgol Caerloyw yn gofyn am gopi o'r adroddiad ar y Symposiwm
- 26^{ain} Ionawr — copi o lythyr a anfonwyd gan Gyngor Powys ynglŷn â'r Ymateb ynglŷn â'r Fagloriaeth
- 26^{ain} Ionawr — copi o lythyr a anfonwyd gan Gyngor Powys i Ysgol Llanfair ym Muallt ynglŷn â'r Fagloriaeth Gymreig
- 26^{ain} Ionawr — Adroddiad Blynyddol CYSAG Conwy; Adroddiad Blynyddol CYSAG Sir Ddinbych; Adroddiad Blynyddol CYSAG Sir y Fflint
- 29^{ain} Ionawr — Adroddiad Blynyddol CYSAG Torfaen
- 30^{ain} Ionawr — Adroddiad Blynyddol CYSAG Sir Fynwy
- 3^{ydd} Chwefror — neges e-bost oddi wrth Kim Phelps parthed yr ymweliad â'r Gweinidog
- 12^{fed} Chwefror — llythyr oddi wrth John V. Williams parthed

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- future WASACRE meeting
- 23rd February – letter from Cllr. Jim Kirkwood (Newport) notifying of his retirement as Cllr. And WASACRE representative
 - 28th February — email from Cwmbran Minister's Fraternal – re, response to Baccalaureate
 - 28th February – email with New Year greetings from Wales Bahai
 - 2nd March – email from Cllr. Tom Jones accepting nomination to Executive
 - 5th March – email asking if UCAC has representative on WASACRE
 - 8th March – Ceredigion SACRE Annual Report
 - 15th March letter from Gwynedd to Hywel re. Draft minutes in Welsh
 - 24th March – Tudor Thomas re AS and A2 Religious Studies
 - 24th March – copy of response to 'Draft Framework for Children's Learning in the Foundation Stage' ACCAC from Rheinallt Thomas
 - 1st May – 'One Country' newsletter of the Bahai International Community
 - 14th May – Consultation

cyflwyniad mewn cyfarfod CCYSAGC yn y dyfodol

23^{ain} Chwefror — llythyr oddi wrth y Cynghorydd Jim Kirkwood (Casnewydd) yn ein hysbysu ynglŷn â'i ymddeoliad fel Cynghorydd ac fel cynrychiolydd ar CCYSAGC.

25^{ain} Chwefror — llythyr gan Gyngor Ynys Môn ynglŷn â Chofnodion drafft yn Gymraeg

25^{ain} Chwefror — neges e-bost oddi wrth Ruth Garnault parthed cyfarfod yng Nghanolfan Mileniwm Cymru

28^{ain} Chwefror — neges e-bost oddi wrth Brawdoliaeth Gweinidogion Cwmbrân ynglŷn â'r ymateb i'r Fagloriaeth.

28^{ain} Chwefror — neges e-bost yn cynnwys cyfarchion Blwyddyn Newydd gan Baha'i Cymru

2^{il} Mawrth — neges e-bost oddi wrth y Cynghorydd Tom Jones, yn derbyn ei enwebiad i'r Pwyllgor Gwaith

5^{ed} Mawrth — neges e-bost yn holi a oedd gan UCAC gynrychiolydd ar CCYSAGC

8^{fed} Mawrth — Adroddiad Blyneddol CYSAG Ceredigion

15^{fed} Mawrth — llythyr gan Gyngor Gwynedd at Hywel Evans parthed Cofnodion drafft yn Gymraeg

24^{ain} Mawrth — llythyr oddi wrth Tudor Thomas parthed Astudiaethau Crefyddol AS ac A2

24^{ain} Mawrth — copi o ymateb i ddogfen ACCAC, 'Fframwaith Drafft ar gyfer Dysgu Plant yn y Cyfnod Sylfaen', oddi wrth Rheinallt Thomas

1^{af} Mai — 'Un Wlad': taflen newyddion Cymuned Ryngwladol y Baha'i

14^{eg} Mai — Dogfen

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Document – Teacher’s Health Standard Regulations

- 14th May – Anglesey SACRE Annual Report
- 19th May – letter from Gwynedd notifying the withdrawal of Cllr Arwel Jones from nomination as Vice Chair of WASACRE
- 20th May – email from Cllr Arwel Jones giving his resignation from Executive and withdrawal from nomination to Vice Chair

This letter will be discussed at the next meeting of the Executive. The Chair thanked the SACRE’s for their Annual Reports and asked that any Authority who had not already sent them to the Secretary to please do so.

9. Presentation by NAPfRE – Susan Murrell – RE & Special Needs

Ms Murrell outlined her teaching career at Ysgol y Gogarth and her responsibilities for Collective Worship, PSHE and Humanities. She had been part of the Conwy Agreed Syllabus working party. She had taken up a Farmington Institute Award 2000/2001 to look at RE and Special Needs. This had been followed by a National society Award 2001/2002 and a GTCW award 2002 / 2003.

The Farmington Institute Millennium Award had been used to link the Conwy Agreed Syllabus to the ACCESS curriculum, to raise the profile of RE and to gather resources for use in the schools. The topics chosen were ; Light, Myself, Homes, Celebrations, Living Things and Travel. A selection of the resource boxes were shared with the meeting.

Ymgynghori — Rheoliadau Safonau Iechyd Athrawon

- 14^{eg} Mai — Adroddiad Blynyddol CYSAG Ynys Môn
- 19^{eg} Mai — llythyr gan Gyngor Gwynedd yn rhoi gwybod bod y Cynghorydd Arwel Jones wedi tynnu’n ôl ei enwebiad ar gyfer swydd Is-Gadeirydd CCYSAGC
- 20^{fed} Mai — neges e-bost oddi wrth y Cynghorydd Arwel Jones, yn ymddiswyddo o’r Pwyllgor Gwaith ac yn tynnu’n ôl ei enwebiad i swydd yr Is-Gadeirydd

Byddai’r llythyr hwn yn cael ei drafod yng nghyfarfod nesaf y Pwyllgor Gwaith. Diolchodd y Cadeirydd i’r CYSAGau am eu Hadroddiadau Blynyddol, a gofynnodd am i unrhyw Awdurdod nad oedd eisoes wedi anfon ei adroddiad at yr Ysgrifennydd wneud hynny.

9. Cyflwyniad gan NAPfRE — Susan Murrell — AG ac Anghenion Arbennig

Amlinellodd Ms Murrell hanes ei gyrfa yn Ysgol y Gogarth, a’i chyfrifoldebau am Gyd-addoli, ABCh a’r Dyniaethau. Bu’n aelod o weithgor Maes Llafur Cytunedig Conwy. Yr oedd wedi derbyn dyfarniad Sefydliad Farmington yn 2000/01 er mwyn astudio AG ac Anghenion Arbennig. Yr oedd hyn wedi ei ddilyn gan Wobr y Gymdeithas Genedlaethol am 2002/02 a gwobr CACC am 2002/03.

Yr oedd Gwobr Mileniwm Sefydliad Farmington wedi ei defnyddio ar gyfer cysylltu Maes Llafur Cytunedig Conwy â’r cwricwlwm ACCESS, codi proffil AG, a chasglu adnoddau i’w defnyddio yn yr ysgolion. Y pynciau a ddewiswyd oedd: Goleuni, Myfi, Cartrefi, Dathliadau, Pethau Byw a Teithio. Cafodd detholiad o’r blychau adnoddau

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The National Society Award was given to write a Collective worship resource for use in Special Schools. A questionnaire had been issued to gather information about what was already happening in the schools, how often, resources used, hymns sung etc. 220/ 495 were valid responses with 38% indicating a daily act of worship and 23% twice a week. 2% of the schools never came together as a whole school. 80% felt CW was a benefit, 71% said pupils enjoyed it and 10% felt it was not necessary. 71% felt leaders of the faith communities should be invited to lead CW. Problems identified were: length of time; standards; wheelchairs; intolerance of noise by the pupils; intolerance of other people. A book had been published as a result of the work: *Worship ASAP* pub Church House £14.95. ISBN 0-7151-4005-1

The GTCW Award was used for further research which concluded that CW is difficult to organise in a Special School; that CW is an important part of the day; there is a need to be imaginative in approach.

The Chair thanked Ms Murrell for an interesting and stimulating presentation.

10. Presentation By Bangor students.
This will be part of a future agenda.

eu rhannu gyda'r cyfarfod

Yr oedd Gwobr y Gymdeithas Genedlaethol wedi ei rhoi ar gyfer ysgrifennu adnodd Cyd-addoli i'w ddefnyddio mewn Ysgolion Arbennig. Yr oedd holiadur wedi ei gyhoeddi er mwyn casglu gwybodaeth ynglŷn â'r hyn oedd yn digwydd mewn ysgolion, pa mor aml yr oedd yn digwydd, pa adnoddau oedd yn cael eu defnyddio, pa emynau a oedd yn cael eu canu, etc. Cafwyd 220/ 495 o ymatebion dilys, gyda 38% ohonynt yn nodi gweithred addoliad ddyddiol, a 23% yn nodi digwyddiad o'r fath ddwywaith yr wythnos. Yr oedd 2% o ysgolion nad oeddynt byth yn dod at ei gilydd fel ysgol gyfan. Yr oedd 80% yn teimlo bod Cyd-addoli'n fuddiol, yr oedd 71% yn dweud bod plant yn ei fwynhau, a theimlai 10% ei fod yn ddianghenraid. Yr oedd 71% yn teimlo y dylid gwahodd arweinwyr cymunedau ffydd i arwain Cyd-addoli. Yr oedd y problemau a nodwyd yn cynnwys: hyd y digwyddiad; safonau; cadeiriau olwyn; anoddefiad o sŵn ar ran ddisgyblion; anoddefiad o bobl eraill. Yr oedd llyfr wedi ei gyhoeddi o ganlyniad i'r gwaith: *Worship ASAP*, cyh. Church House, £14.95 (ISBN 0-7151-4005-1)

Yr oedd Gwobr CACC wedi ei defnyddio ar gyfer ymchwil pellach a oedd wedi dod i'r casgliad bod Cyd-addoli'n anodd ei drefnu mewn Ysgol Arbennig; bod Cyd-addoli'n rhan bwysig o'r diwrnod; a bod angen ymagwedd ddychmygus.

Diolchodd y Cadeirydd i Ms Murrell am gyflwyniad diddorol a chyffrous.

10. Cyflwyniad gan fyfyrwyr o Fangor
Bydd hwn yn rhan o agenda yn y dyfodol.

11. Report re. NGfL

Mr. Gavin Craigen reported that meetings with NGfL and ACCAC had taken place to find ways to fund the project. The meeting with Gary Brace had resulted in a bid for network groups.

The original plan had been for three network groups, but reduced funding had resulted in two groups: one group of 12 Secondary teachers based in North Wales with Mr. Craigen as co-ordinator and one group of 12 Primary teachers in West and South West Wales with Mrs. Mary Parry as co-ordinator.

The aims are:-

- To share good practice
- To raise standards
- To develop resources using ICT skills
- To disseminate through LEA's and NGfL
- To stimulate other ideas and resources.

A pack had been produced to encourage the teachers to think further about their own CPD.

The Chair thanked Mr. Craigen for his hard work in getting the scheme working and for an interesting update on progress. She went on to say that the Association would look forward to further updates at future meetings.

12 Minutes of the AGM held in Wrexham 27th June 2003

The minutes having been circulated were confirmed. (proposed by Mr. R. Thomas, seconded by Mr. G. Craigen)

11. Adroddiad ynglŷn â'r Grid Cenedlaethol ar gyfer Dysgu (NGfL)

Dywedodd Mr. Gavin Craigen fod cyfarfodydd wedi eu cynnal gydag NGfL ac ACCAC er mwyn canfod dulliau o ariannu'r prosiect. Yr oedd y cyfarfod gyda Gary Brace wedi deillio ar gais am grwpiau rhwydwaith.

Yr oedd y cynllun gwreiddiol wedi darparu ar gyfer tri grŵp rhwydwaith, ond yr oedd gostyngiad yn yr ariannu wedi golygu mai dim ond dau grŵp a oedd wedi eu ffurfio: un grŵp o 12 athro Uwchradd yng Ngogledd Cymru, gyda Mr. Craigen yn gydlynnydd, ac un grŵp o 12 athro Cynradd yng Ngorllewin a De-Orllewin Cymru, gyda Mrs. Mary Parry'n gydlynnydd.

Yr amcanion cyffredinol oedd:-

- Rhannu arfer da
- Codi safonau
- Datblygu adnoddau gan ddefnyddio medrau TGCh
- Lledaenu gwybodaeth trwy gyfrwng AALI'au ac NGfL
- Sbarduno syniadau ac adnoddau eraill

Yr oedd pecyn wedi ei gynhyrchu er mwyn annog yr athrawon i feddwl ymhellach am eu Datblygiad Proffesiynol Parhaus eu hunain.

Diolchodd y Cadeirydd i Mr. Craigen am ei waith caled wrth roi'r cynllun ar ei draed, ac am ddiweddariad diddorol ynglŷn â'r cynnydd. Aeth ymlaen i ddweud y byddai'r Gymdeithas yn edrych ymlaen at ddiweddariadau pellach mewn cyfarfodydd i ddod.

12. Cofnodion y Cyfarfod Blynyddol a gynhaliwyd yn Wrecsam, 27ain Mehefin 2003

Ar gynnig Mr. R. Thomas, a eiliwyd gan Mr. G. Craigen, cadarnhawyd y Cofnodion, a oedd wedi eu cylchredeg

There were no matters arising.

13. Vote on amendments to the Constitution and Code of Practice

The proposed amendments having already been circulated were agreed with none in dissent.

- The Welsh translation to be amended to correlate to the English version.
- Membership – 4 representatives from each SACRE
- Secretary and Treasurer to be ex-officio on Executive to allow their SACRE's to nominate a further member.

14. Election of Officers

The voting papers were distributed, one per SACRE (20 authorities were represented) The tellers counted the votes and the Returning Officer declared that Mr.Gavin Craigen had been elected as Vice Chair 2004-05

Mr. John Mitson was re-elected as Treasurer and Mrs.Susan Collingbourne as Secretary.

Mrs.Morfudd Jones, Mrs.Mary Parry and Cllr Michael Gray would serve on the Executive 2004 – 2007

The Chair thanked the Tellers for their work.

15. Treasurer's Report

The Treasurer presented the audited Statement of accounts for 2003 / 2004.

15 The Statement was received and adopted (proposed Mr.R.Thomas seconded Revd.Fr.Ieuan

yn flaenorol.

Nid oedd unrhyw faterion yn codi

13. Pleidlais ar newidiadau i'r Cyfansoddiad a'r Côt Ymarfer

Cytunwyd yn ddiwrthwynebiad i'r newidiadau bwriedig, a oedd wedi eu cylchredeg eisoes.

- Byddai'r cyfieithiad Cymraeg yn cael ei newid i gydberthyn i'r fersiwn Saesneg
- Aelodaeth — 4 cynrychiolydd o bob CYSAG
- Byddai'r Ysgrifennydd a'r Trysorydd yn aelodau o'r Pwyllgor Gwaith yn rhinwedd eu swyddi, er mwyn caniatáu i'w CYSAGau enwebu aelod pellach.

14. Ethol Swyddogion

Cafodd y papurau pleidleisio eu dosbarthu, un fesul CYSAG (yr oedd 20 o awdurdodau wedi eu cynrychioli yn y cyfarfod). Cyfrifodd y rhifwyr y pleidleisiau, a chyhoeddodd y Swyddog Canlyniadau fod Mr. Gavin Craigen wedi ei ethol yn Is-Gadeirydd am 2004–05.

Cafodd Mr John Mitson ei ailethol yn Gadeirydd, a Mrs. Susan Collingbourne yn Ysgrifennydd.

Byddai Mrs.Morfudd Jones, Mrs.Mary Parry a'r Cynghorydd Michael Gray yn gwasanaethu ar y Pwyllgor Gwaith yn 2004–07.

Diolchodd y Cadeirydd i'r Rhifwyr am eu gwaith.

15. Adroddiad y Trysorydd

Cyflwynodd y Trysorydd y Datganiad Cyfrifon archwiledig am 2003–04.

5 Cafodd y Datganiad ei dderbyn a'i fabwysiadu (ar gynnig Mr R. Thomas, a eiliwyd gan y Parch.

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15.2 The main source of income was subscriptions from the SACRE's (one authority still outstanding). The expenditure on simultaneous translation was down, because some authorities had taken the cost themselves.

15.3 The Treasurer thanked the Auditor, Mr. Gareth Jones

15.4 The Treasurer recommended that the Annual Subscription be raised by 4% (i.e. £335 per authority). Proposed by Mrs. M. Parry seconded by Ms V. Thomas all agreed.

15.5 The Treasurer recommended that the payment of expenses should remain as it is for 2004 / 2005 proposed Cllr. M. Gray seconded Mr. T. Wright, all agreed.

The Chair thanked Mr. John Mitson for his report which would be circulated to all SACRE's (Appendix 3).

16. Review of 2003 / 2004

The Report already having been circulated was accepted proposed Mr. R. Thomas seconded Mrs. M. Jones.

The Chair, Mrs. Mairwenna Lloyd spoke of the time now having come to relinquish the Chair to Fr. Ieuan. She spoke of her time with WASACRE 'watching it grow from an infant into an adult'. The work of the Association is taken seriously with our reports giving clarification to SACRE's and teachers for RE and CW. One of the chief aims in recent years has been to highlight the statutory requirements and to keep them very much 'on the agenda' for various bodies and agencies.

Dad Ieuan)

15.2 Y brif ffynhonnell incwm oedd tanysgrifiadau gan y CYSAGau (yr oedd un Awdurdod yn dal heb dalu). Yr oedd y gwariant ar gyfieithu ar y pryd wedi gostwng, oherwydd bod rhai o'r awdurdodau wedi ysgwyddo'r gost eu hunain.

15.3 Diolchodd y Trysorydd i'r Archwilydd, Mr. Gareth Jones.

15.4 Argymhellodd y Trysorydd y dylid gwneud codiad o 4% yn y Tanysgrifiad Blyneddol (h.y. £335 yr Awdurdod). Cafodd hyn ei gynnig gan Mrs. M. Parry, a eiliwyd gan Ms V. Thomas; cytunodd pawb.

15.5 Argymhellodd y Trysorydd y dylai'r drefn ar gyfer talu treuliau aros fel yr oedd am 2004-05. Cafodd hyn ei gynnig gan y Cynghorydd M. Gray, a eiliwyd gan Mr. T. Wright; cytunodd pawb.

Diolchodd y Cadeirydd i Mr. John Mitson am ei adroddiad, a fyddai'n cael ei gylchredeg i'r holl CYSAGau ar ffurf Atodiad 3.

16. Adolygiad 2003-04

Cafodd yr Adroddiad, a oedd wedi ei gylchredeg eisoes, ei dderbyn ar gynnig Mr. R. Thomas, a eiliwyd gan Mrs. M. Jones.

Nododd y Cadeirydd, Mrs. Mairwenna Lloyd, fod yn amser wedi dod iddi ildio'r Gadair i'r Tad Ieuan. Soniodd am ei chyfnod gyda CCYSAGC, 'yn ei wyllo'n tyfu o fod yn blentyn i fod yn oedolyn'. Yr oedd gwaith y Gymdeithas yn cael ei gymryd o ddifrif, ac yr oedd ein hadroddiadau yn cynnig eglurhad i CYSAGau ac athrawon ynglŷn ag AG a Chyd-addoli. Un o'r prif nodau yn y blyneddoddi diweddar oedd tynnu sylw at y gofynion statudol a'u cadw 'ar agenda'

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Mrs. Lloyd thanked all present for their support during her time in office with special thanks to the Executive and to the co-opted members from ACCAC, Estyn, the RE Centre at Bangor and the WJEC.. She also thanked Meinir for her work as the previous Secretary and made special mention of the late Aled ap Gwynedd. She thanked NAPfRE for providing and setting up the various presentations with a special thanks to Mr. Gavin Craigen as their Chair.

She concluded by saying what a pleasure it was to hand the Chair to the Revd. Fr. Ieuan Wyn Jones.

7. A.O.B.

Fr. Ieuan thanked Mrs. Lloyd for her diligent service and proceeded to complete the agenda.

7 Mr. Craigen reported on the Docherty Assessment Review and that the document makes no reference to RE. the Executive will give this further attention at their next meeting.

17.2 The Chair thanked the translators, Ffion and Hywel and closed the meeting.

18. Dates and venues of the next meetings

- Caerphilly 19th November 2004
- Merthyr Tydfil 25th February 2005
- Conwy 22nd June 2005

gwahanol gyrff ac asiantaethau yn bendant iawn.

Diolchodd Mrs. Lloyd i bawb a oedd yn bresennol am eu cefnogaeth yn ystod ei chyfnod yn y swydd, gyda diolchiadau arbennig i'r Pwyllgor Gwaith ac i'r aelodau cyfetholedig o ACCAC, Estyn, y Ganolfan AG ym Mangor, a CBAC. Diolchodd hefyd i Meinir am ei gwaith fel y cyn-Ysgrifennydd, a chyfeiriodd yn arbennig at y diweddar Aled ap Gwynedd. Diolchodd i NAPfRE am ddarparu a threfnu'r gwahanol gyflwyniadau, gyda diolch arbennig i Mr. Gavin Craigen fel eu Cadeirydd.

Gorffennodd trwy ddweud cymaint o bleser oedd trosglwyddo'r Gadair i'r Parc. Dad Ieuan Wyn Jones.

7. Unrhyw Fater Arall

Diolchodd y Tad Ieuan i Mrs. Lloyd am ei gwasanaeth diwyd, a bwriodd ymlaen i gwblhau'r agenda.

17.1 Cyflwynodd Mr. Craigen adroddiad ar Adolygiad Asesu Docherty, gan nodi nad oedd y ddogfen yn cyfeirio o gwbl at AG. Byddai'r Pwyllgor Gwaith yn rhoi sylw pellach i hyn yn eu cyfarfod nesaf.

17.2 Diolchodd y Cadeirydd i'r cyfieithwyr, Ffion a Hywel, a daeth â'r cyfarfod i ben.

18. Dyddiadau a lleoliadau'r cyfarfodvdd nesaf

- Caerffili, 19^{eg} Tachwedd 2004
- Merthyr Tudful, 25^{ain} Chwefror 2005
- Conwy, 22^{ain} Mehefin 2005