

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, County Hall, Wynnstay Road, Ruthin on Wednesday, 8th February, 2006 at 10.00 a.m.

PRESENT

Representing Denbighshire County Council

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

Representing the Denbighshire Teachers' Joint Negotiating Committee

M.B. Lloyd (Chair), I. Barros-Curtis and J. Buckley Jones

Representing Religious Denominations

T. Bryer, H. Ellis, M. Evans, S. Harris, M. Hatch, B.H. Jones, J. Kirkham, P. Speirs and Mrs. C. Thomas

ALSO PRESENT

Inspector/Adviser R.E. (G. Craigen), Education Officer (T. Jones) and Administrative Officer (K.E. Jones)

APOLOGIES FOR ABSENCE WERE RECEIVED FROM

M. Bradshaw, Rev. P.J. Collinson, Rev. Prof. L.J. Frances, T. Ap Sion (substitute for Rev. Prof. L.J. Francis) and Councillors D. Owens and G.J. Pickering

The Corporate Director Lifelong Learning also submitted apologies for absence.

SILENT REFLECTION

The meeting began with a few minutes silent reflection.

WELCOME

The Chair took the opportunity to welcome everyone to the meeting and she extended a particularly warm welcome to Mrs. C. Thomas representing the Presbyterian Church (English) and Mrs. J. Buckley Jones representing the National Association of Headteachers who were both new members on SACRE.

1. PRESENTATION - RELIGIOUS EDUCATION IN PENMORFA CP SCHOOL, PRESTATYN

(This item was brought forward on the agenda with the consent of the Chair)

The Chair introduced and welcomed to the meeting Ann Boarman and Claire Boardman, teachers from Penmorfa CP School, Prestatyn who were in attendance to give a presentation on the provision and delivery of Religious Education within the school.

The teachers jointly delivered a power point presentation to members and provided an overview of approaches that worked within the school from the Foundation Phase to Year 6 with particular emphasis on the following areas:-

Relating RE to the children's experience of everyday life - Caring and Sharing (the Badger Scheme was used to support RE within the school and thinking time books had been developed with much work being done through stories in reception classes, children were encouraged to develop a caring attitude and to take care of the environment); Belonging (to a family, to a class, to the school, to a club, to a church, using displays to record and show the work undertaken), and Special Things (children were encouraged to bring in special things and reflect upon those with circle time teddy being very special to all the class and the importance of friends)

Making full use of the local community - Visiting local places of worship e.g. Parish Church, Catholic Church, Rehoboth Chapel, Synagogue (in Liverpool), the local Mosque and inviting visitors to the school e.g. minister, priest, charity workers, and parents

Working with relevant artefacts - Christianity: Holy Bible, crucifix; Islam: Qur'an and stand, prayer mat; and Judaism: Menorah, Torah, yad

Celebrating our multi cultural status - Our Welsh Heritage; Different Christian Denominations; Local Muslim families and traditions; Other faiths and beliefs e.g. Hindu, Buddhist

Utilising Information Technology - Cross-curricular exercises involving IT e.g. word processing, using e-mail, digital photography and RE related internet sites for information e.g. virtual tours of church and synagogue, viewing religious artefacts

Making the most of Collective Worship - Celebrating special events e.g. Christmas, Harvest Festival, St. David's Day; monthly speakers, and class services.

Throughout the presentation, the teachers used photographs to illustrate activities undertaken within the schools. Materials had also been displayed for members including examples of children's work and resources used.

Members thoroughly enjoyed the presentation and took the opportunity to raise questions regarding various aspects of RE provision within Ysgol Penmorfa, particularly referring to the participation of pupils from different religions; historical aspects of churches and chapels within Prestatyn and cross working with other subjects, and the different activities undertaken by the pupils. Councillor G.A. Jones, the local ward member for Prestatyn, advised that pupils from Ysgol Penmorfa were

very much involved with local community events such as carol services etc. and he hoped that this would also be encouraged within other schools.

The Chair thanked the teachers for their informative and interesting presentation which had provided an insight into the excellent work undertaken in Ysgol Penmorfa in delivering Religious Education.

RESOLVED that the presentation on RE in Penmorfa CP School, Prestatyn be received and noted and a letter of thanks be sent directly to the school on behalf of SACRE.

At this juncture the meeting was adjourned for a few minutes to allow members to peruse the materials provided by the school as part of the presentation.

2. MINUTES

The minutes of the meeting held on 11th October, 2005 (previously circulated), as approved by the County Council on 24th January, 2005 were submitted.

Matters Arising

Page No. 497 - Item No. 636: Draft Annual Report - The Inspector/Adviser RE apologised that copies of the final document had not been made available to members at the meeting due to a delay in the printing process. However, copies would be posted to all members as soon as possible. He also confirmed that schools had already received electronic copies of the final document.

Page No. 498 - Item No. 637: Monitoring and Supportive Review Report - The Inspector/Adviser RE advised that there was no Monitoring and Supportive Review Report on today's agenda. The school subject to the next report was Blessed Edward Jones, Rhyl and a visit had been delayed pending discussion with the Roman Catholic Diocese as to the way the monitoring should be undertaken.

RESOLVED that the minutes be received.

The minutes of the Agreed Syllabus Conference held on 11th October, 2005 (previously circulated), as approved by the County Council on 24th January, 2005 were submitted.

RESOLVED that the minutes be received.

3. EXAMINATION RESULTS 2005

The Inspector/Adviser RE submitted tables (previously circulated) detailing examination results in Religious Studies for 2005 as compared with 2004 within Denbighshire's secondary schools for members' consideration. The tables provided a breakdown of results for GCSE in Religious Studies; Religious Studies Short Course; GCE Advanced Level Religious Studies, and the Certificate of Educational Achievement (COEA) in Religious Studies.

The Inspector/Adviser RE proceeded to take members through the results in detail and verbally reported upon comparisons between the 2005 and 2004 examination results. He particularly referred to the following points:-

- GCSE Results All - Religious Studies 2005 - overall there was an increase of 56 candidates but the results showed a 6.9% drop in performance which was 6.5% below the national average
- GCSE Results Boys - Religious Studies 2005 - similar decrease with 5 less candidates overall with a decrease in performance of 3.5% which was 7.7% below the national average
- GCSE Results Girls - Religious Studies 2005 - there was an increase of 61 candidates on the previous year but a decrease in performance of 6.4% which was 6.3% below the national figure
- Religious Education All (Short Course) - overall there was an additional 126 candidates and the results improved by 4.4% compared to the previous year but that was still 6.3% below the national figure;
- Religious Education Boys (Short Course) - overall there was an increase of 65 candidates with the A* - C rate being equal to the previous year which was quite an achievement considering the large increase in candidates and no loss of performance but the result was still 14.3% below the national figure;
- Religious Education Girls (Short Course) - overall there were 2 additional candidates with an A* - C rate having improved 7.9% on the previous year but the result was still 3.7% below the national figure;
- GCE Advanced Level All - Religious Studies - there was an increase of 8 candidates but a drop in performance of 18.8% resulting in 5.4% below the national figure compared to 8.9% above the national figure the previous year, and
- Certificate of Educational Achievement - there was an increase of 2 candidates compared to the previous year with a 0.4% increase above the pass grade percentage on the previous year but still below the national level.

In closing the Inspector/Adviser RE responded to members' questions regarding the examination results and confirmed that the results would appear in SACRE's annual report for next year. In response to questions raised by Councillor N. Hugh-Jones, the Chair reported upon ELWa's funding formula for post 16 education and the statutory requirement for RE for all pupils registered in a school, including 16 - 19 year olds.

The Chair thanked the Inspector/Adviser RE for the statistical information but was disappointed to note that most results were below the Wales national average. However it was pleasing to see an increase in the number of candidates taking examinations in RE. Members recognised that much hard work was undertaken within Denbighshire's schools and the Chair felt that, although the statistical

information was useful, RE had much to do with school ethos and not just examination results.

RESOLVED that the examination results of Denbighshire's schools for 2005 be received and noted.

4. ANALYSIS OF INSPECTION REPORTS ON SCHOOLS

The Inspector/Adviser RE submitted a report (previously circulated) upon the positive and negative comments concerning Religious Education and the Spiritual, Moral, Social and Cultural Development (SMSC) inspected at two schools between September 2005 and November 2005 together with a brief background history of each school. Inspections had been carried out at Ysgol Tir Morfa, Rhyl and Ysgol Prion Church in Wales VC.

The Inspector/Adviser RE provided members with a brief resume of the findings relating to each school, explaining and clarifying specific issues in response to members questions thereon. He confirmed that SACRE had previously received a Section 10 report for Ysgol Prion and this Section 50 report had been received at a later date. The Inspector/Adviser RE was pleased to report upon the 37 positive comments for Spiritual, Moral, Social and Cultural Development (SMSC) from just two schools which had been almost equal in their praise. It was equally pleasing that only three negative comments had been received. With regard to Religious Education there were 21 positive comments for Ysgol Tir Morfa and although RE had not been inspected specifically for Ysgol Prion a mention had been made to a positive comment found elsewhere within the Inspector's report. There were no significant shortcomings.

Members paid tribute to the schools' achievements, particularly as Ysgol Prion was a very small school and Ysgol Tir Morfa was a special needs school and extended their congratulations to both schools on the positive findings. The Chair asked that, in accordance with the usual practice, the schools inspected be congratulated on their reports.

RESOLVED that:-

- (a) the report be received and noted, and
- (b) the Inspector/Adviser Re write to the schools inspected congratulating them on their reports.

5. WALES ASSOCIATION OF SACRES - 19TH OCTOBER 2005

The Inspector/Adviser RE verbally reported upon the last meeting held on 19th October, 2005 in Newport Civic Centre as follows:-

- a presentation by Mr. Chris Owens, Head of RE at Bassaleg Comprehensive School on 'Provision for Post 16 Education'. Bassaleg School had been commended by Estyn for its provision in statutory RE and had introduced the concept of a 'Stand Down Day' each term focusing on RE and undertaking

workshops and activities. The presentation had proved extremely positive, and

- a second presentation on 'The Global Dimension in RE' which was also being presented by the Inspector/Adviser RE at today's meeting.

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

6. WALES ASSOCIATION OF SACRES - PRESENTATION ON RE IN GLOBAL EDUCATION

The Inspector/Adviser RE delivered a power point presentation on 'The Global Dimension in RE' as given to the Association meeting on behalf of the National Advisory Panel for RE. Copies of the presentation slides were circulated at the meeting.

The Inspector/Adviser RE explained the current focus on ESDGC (Education for Sustainable Development and Global Citizenship) with references in Estyn Inspection Reports and the Welsh Assembly Government's Consultation Document and Process. He referred to the need to for ESDGC to be incorporated within NPQH and training schemes for all head teachers and it was expected there would be corporate support mechanisms at LEA level and expectations of evidence of good practice disseminated so that people could learn from each other. It was necessary to demonstrate the positive contribution RE made in this area and to offer signposts for RE elements in all materials produced by the Welsh Assembly Government and in areas of the curriculum where RE could contribute. Members were advised that the Agreed Syllabus gave opportunities to research and explore, develop, understand and be able to express opinions and ideas about the wider world and the wider picture.

The Inspector/Adviser RE concluded that WASACRE had been asked to consider the issues and questions and provide advice and support to RE teachers in their contributions to that and work with PSE/ESDGC adviser/groups that existed. The local reviews of Agreed Syllabuses had been postponed and when the revisions were published they should also include clear signposting. He finally asked the question 'Is RE ready?' advising that many agencies were ready such as CAFOD, Christian Aid, TEAR Fund, Cyfanfyd, Global Links and Citizenship Foundation. Regarding ourselves steps had already been undertaken by organisations to produce resources for RE in terms of Global Citizenships. Hopefully ACCAC and Estyn would also produce materials to help schools in another inventive in addition to what was already within the curriculum.

The Chair thanked the Inspector/Adviser RE for his informative presentation and she felt it was useful for SACRE to know that WASACRE and NAPfRE were aware of the latest developments in Education and ensured that RE was part of those processes. It was important that, through its work, SACRE helped schools and ensured that the LEA was aware of these issues in order to support the signposting of RE where appropriate.

RESOLVED that the presentation by the Inspector/Adviser RE on RE in Global Education be received and noted.

7. WALES ASSOCIATION OF SACRES - SYMPOSIUM IN MAY 2006

The Chair referred to a flier (circulated at the meeting) giving advance notice of the Symposium organised by WASACRE with ACCAC being held between 10.00 a.m. - 3.30 p.m. on Saturday, 20th May 2006 entitled 'Looking Beyond 2008 - Visioning RE'. The Special Conference would be held in Llandrindod Wells and the guest speaker was Jane Davidson A.M. Minister for Education and Lifelong Learning.

The Inspector/Adviser RE advised that no final decision had been made on numbers but the intention was to invite SACRE's to nominate representatives and to send the flier electronically to schools to encourage teachers to attend. He suggested that members may wish to nominate one person from each representative group on SACRE together with anyone else who wished to attend. It was agreed that SACRE's representatives on WASACRE be nominated to attend and for individual members to contact either the Inspector/Adviser RE or the Clerk to SACRE if they wished to attend.

RESOLVED that SACRE's representatives on WASACRE, the Chair Mrs. M.B. Lloyd, Vice-Chair Rev. B.H. Jones, the past Chair Councillor M.M. Jones and the Inspector/Adviser RE Mr. G. Craigen be nominated to attend the Symposium on behalf of Denbighshire SACRE.

In closing the meeting the Chair thanked the Inspector/Adviser RE, the committee's translator and Clerk to SACRE for their hard work. She also advised that the Inspector/Adviser RE would shortly be returning to Uganda as part of Christian Relief Uganda and wished him well for his visit.

The meeting concluded at 11.50 a.m.

Agenda Item No. 5

Excerpts from the Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2004 – 2005

For SACREs June/July 2006

"Across Key Stage 1 and 2 pupils' best work is in English, maths, science and religious education." (Pg 46)

"In 2005 there was a big rise in entries for GCSE short course subjects. This included many more entries for short courses in Welsh as a second language and information technology, and a continued high entry for Religious Studies." (Pg 47)

"In Key Stage 3 and 4 inspectors found the highest standards in:

- English
- Welsh as a first language
- geography
- modern foreign languages
- information technology, and
- religious education" (Pg 50)

"Provision for pupils' spiritual, moral, social and cultural development (*in primary schools*) has outstanding features in nearly two-fifths of schools. School assemblies play an important part in helping pupils to learn to care about other people." (Pg 61)

"Many more (*Secondary Schools*) are now providing collective worship on each day of the week. In some of these schools, pupils reflect on a 'thought for the day' during tutor-group time. Even so, more than on in six of the schools we inspected still does not fully keep to the law on daily collective worship." (Pg 63)

Appendix 1, 2, 3, 4 and 5 attached.

Appendix

Table 1. The number of lessons that achieve grades 1 to 5 for the subjects in key stage 1 in primary schools inspected in 2004-2005.

Key stage 1						
Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total number of lessons inspected
Art	26	59	21	0	0	106
Design and technology	14	73	28	0	0	115
English	34	188	56	1	0	279
Geography	21	69	27	0	0	117
History	15	87	16	0	0	118
Information technology	10	64	28	3	0	105
Mathematics	26	175	57	2	0	260
Music	16	85	34	0	0	135
Physical education	21	112	36	2	0	171
Religious education	18	72	23	0	0	113
Science	24	105	25	1	0	155
Welsh as a first language	19	79	30	3	1	132
Welsh as a second language	15	87	24	0	0	126
Totals	259	1255	405	12	1	1932

Appendix

Table 2. The number of lessons that achieve grades 1 to 5 for the subjects in key stage 2 in primary schools inspected in 2004-2005.

Key stage 2						Total number of lessons inspected
Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Art	40	132	49	3	0	224
Design and technology	11	146	62	3	0	222
English	86	473	162	10	0	731
Geography	26	138	58	11	1	234
History	48	163	40	3	0	254
Information technology	32	145	51	5	0	233
Mathematics	72	1393	123	9	0	1597
Music	48	137	61	5	0	251
Physical education	40	195	73	3	0	311
Religious education	31	139	61	3	0	234
Science	68	230	59	10	1	368
Welsh as a first language	17	107	62	6	0	192
Welsh as a second language	16	122	101	4	0	243
Totals	535	3520	962	75	2	5094

Table 3. The number of lessons that achieve grades 1 to 5 for the subjects in key stage 3 in secondary schools inspected in 2004-2005.

Key stage 3						Total number of lessons inspected
Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Art	7	52	22	3	0	84
Design and technology	12	71	55	7	1	146
English	10	71	38	5	0	124
Geography	8	50	20	4	0	82
History	6	38	26	0	0	70
Information technology	0	41	14	2	0	57
Mathematics	9	49	34	6	0	98
Modern foreign languages	11	45	16	1	0	73
Music	0	31	41	6	2	80
Physical education	3	55	43	14	0	115
Religious education	5	57	17	2	0	81
Science	5	82	90	16	3	196
Welsh as a first language	5	18	10	0	0	33
Welsh as a second language	5	44	26	9	1	85
Totals	86	704	452	75	7	1324

Appendix

Table 4. The number of lessons that achieve grades 1 to 5 for the subjects in key stage 4 in secondary schools inspected in 2004-2005.

Key stage 4						
Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total number of lessons inspected
Art	7	18	18	5	0	48
Design and technology	12	43	22	2	0	79
English	9	51	24	2	0	86
Geography	3	32	12	0	0	47
History	4	25	14	0	0	43
Information technology	8	36	5	0	0	49
Mathematics	7	30	24	3	0	64
Modern foreign languages	7	22	7	0	0	36
Music	2	16	9	0	0	27
Physical education	9	39	25	8	1	82
Religious education	5	26	8	4	0	43
Science	6	66	92	13	2	179
Welsh as a first language	5	11	8	0	0	24
Welsh as a second language	1	16	15	8	1	41
Totals	85	431	283	45	4	848

Table 5. The number of lessons that achieve grades 1 to 5 for the subjects in the sixth form in secondary schools inspected in 2004-2005.

Sixth form						
Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total number of lessons inspected
Art	9	10	3	0	0	22
Design and technology	5	7	3	0	0	15
English	3	16	13	0	0	32
Geography	4	17	2	1	0	24
History	0	15	3	0	0	18
Information technology	6	18	5	0	0	29
Mathematics	2	28	3	0	0	33
Modern foreign languages	4	7	2	0	0	13
Music	5	8	1	0	0	14
Physical education	2	12	12	0	0	26
Religious education	2	12	2	0	0	16
Science	5	55	20	0	0	80
Welsh as a first language	5	3	0	0	0	8
Welsh as a second language	0	6	6	1	0	13
Totals	52	214	75	2	0	343

Agenda Item No. 6

Report on the Provision of Religious Education in the Rhyl Consortium of Schools

For SACRE - July 2006

1. Background:

Following visits by the Inspector/Adviser RE to each of the schools during the spring 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) Rhyl High School

Good features

- The response to the fire which destroyed all the Departments records and resources.
- The development of new schemes of work and Departmental Handbook, and the re-provision of the homework booklets for KS 3 year groups.
- Use of the Reward Cards, and of the Certificates of involvement in acts of collective worship.
- Provision of a lunchtime session for those pupils who wish to enter for a full course GCSE.
- The planning and provision for collective worship, including whole school acts of worship.
- The good relationships teachers have with pupils, and their skill in keeping pupils motivated and interested in the subject.

Areas for Development

- Assessment of pupil achievement and a recording of progress.
- Primary liaison and building up Post 16 provision, as identified in the Development Plan.
- Widening out tasks to enable more personal responses by pupils.

Recommendations

- Continue the good practice identified, and the recouping ground since the fire.
- Maintain the planning for and provision of collective worship.
- Implement the proposed Development Plan targets, in particular:
 - a system of assessing pupil performance and recording against the levels of the Agreed Syllabus (through the Proforma provided by the SACRE/LEA, ACCAC Optional Assessment Materials, or other instruments)
 - developing the primary/secondary liaison, and re-kindling links with local primary schools
 - building up the provision for Post 16 pupils.
- In the reviewing of the scheme, ensure that tasks for pupils offer opportunities for pupils to respond personally and address the religious significance of topics studied.

b) Ysgol Bryn Hedydd

Good features

- The RE policy and scheme of work are comprehensive and clear documents that provide helpful guidance.
- The good range of activities and tasks evident in the sample of work reviewed.
- The increase in resources and artefacts for the teaching and learning in RE.
- The newly developed link with the local faith community in terms of a church visit.

Areas for Development

- Assessment of pupil achievement in RE, and recording of their progress.

Recommendations

- Maintain the good practice identified in RE.
- Implement a system to assess pupil achievement in RE, using the proforma from the LEA/SACRE, the ACCAC Optional Assessment Materials, or some other procedure that will allow progress to be measured and recorded.
- Complete the replacement of a policy for collective worship, and the planned enhancements to the pattern for the school as discussed.

c) Christchurch CP School

Good features

- The plans for and delivery of acts of collective worship
- The comprehensive and teacher-friendly nature of the scheme of work
- The monitoring process established, and the sharing of outcomes from it
- The range of tasks and activities being undertaken in the RE work

Areas for Development

- Documenting and ensuring that the scheme adequately covers the programmes of study in the Agreed Syllabus.
- Coordination of and identifying of Bible Stories that pupils should cover.
- Developing a procedure for the assessment and recording of pupil achievement in relation to the Levels of the Agreed Syllabus

Recommendations

- Maintain the good practice identified in RE and collective worship
- Identify the coverage of the programmes of study of the Agreed Syllabus
- Devise a list of the Bible stories used in the RE Scheme, those used regularly in acts of collective worship, and those that pupils

should be introduced to if at all possible some time during their time in the school

- Develop a system to record assessment of pupil achievement in a way that assists learning, and the monitoring of progress and standards by the Coordinator - possibly through the recording of the written assignments completed each half term and/or the use of the ACCAC Optional Assessment Materials for RE.

d) Emmanuel CP School

Good features

- The provision for collective worship, and the positive and worthwhile experiences created, including the excellent and enthusiastic singing.
- The clear and structured monitoring and evaluation process with the school which includes RE in the same format as others, and where there are clear objectives and outcomes.
- The secure place of RE within the curriculum and the good RE focus to the learning activities and tasks.
- The addressing of the shortcomings identified in the last Inspection, and the drive to improve the delivery of the scheme through the monitoring process.

Areas for Development

- The religious or Christian elements of the act of worship.

Recommendations

- Maintain the good practice referred to, especially the monitoring and evaluation process in place.
- Continue to develop the delivery of the scheme in the positive and clear way already in hand.
- Take steps to ensure that the acts of worship have a clear religious or Christian element to them, in order to comply with statutory requirements.

e) Llewelyn CP School

Good features

- The revisions to and development of the scheme of work.
- The analysis of the scheme against the programmes of study of the Agreed Syllabus.
- The record of evidence, particularly for Year 1 classes.
- The pattern for collective worship, the themes identified for and the recording of whole section acts of worship.
- The positive discussion and attention by pupils during the KS 1 lesson observed.
- The use of the local faith community and of places of worship in the RE programme.

Areas for Development

- Aspects of Cwricwlwm Cymreig within the scheme of work, and of seasonal topics.
- Widening out of the monitoring process for the subject.
- Assessment and recording of pupil achievement and performance.
- Involvement of the local faith community in acts of collective worship.

Recommendations

- Continue the good practice already identified, in both RE and Collective Worship.
- Further refine the scheme of work by (a) carrying out an audit of Cwricwlwm Cymreig within it, and (b) giving greater cohesion to seasonal elements.
- Encourage the use of the ACCAC Optional Assessment Materials for RE within KS 2, and a recording of levels achieved by pupils through the work in them (as designed).
- The Coordinator also level and record the levels of work in the portfolio of evidence, and track the provision and maintenance of standards in RE across the school.
- Opportunities for the Coordinator to review samples of books more formally (perhaps in tandem with the senior staff), and to observe lessons be considered.

- The school explore possibilities for the involvement of the local faith community in acts of collective worship from time to time.

f) Ysgol y Castell

Good features

- The scheme of work is clear, and is being reviewed and developed.
- Planning and provision for collective worship is sound and positive.
- Monitoring to include RE in due course, along the same format as other subjects.
- Clearly designated Coordinators for each Key Stage in the subject.

Areas for Development

- Analysis of coverage of the Programmes of Study of the Agreed Syllabus.
- Assessment of achievement in RE, using the approach being trialled in the school.

Recommendations

- Maintain the good practice identified.
- Carry out the planned revisions to the scheme already underway.
- Analyse coverage of the programmes of study of the Agreed Syllabus.
- Develop the process of assessment and monitoring in RE as planned.

3. Overall Comments

Good features:

There are some 28 good features listed in this consortium report, so there is a great deal to celebrate. In analysing them across the consortium, there were five aspects referred to in two or more schools, and some 23 in individual schools, as follows:

- Planning and provision/delivery of collective worship (including whole school acts of worship, singing, and the pattern and themes for some schools) (5 schools)

- Policies and schemes of work being clear, comprehensive and helpful/teacher friendly documents (3 schools)
- Monitoring processes established, with a clear structure as in other subjects/sharing of outcomes from it (3 schools)
- Good range of activities and tasks evident in pupils' work (2 schools)
- Links with the local faith community (in terms of RE, or just newly created [for church visit]) (2 schools)

For individual schools, they were:

- The response to the fire which destroyed all the Departments records and resources.
- The development of new schemes of work and Departmental Handbook, and the re-provision of the homework booklets for KS 3 year groups.
- Use of the Reward Cards, and of the Certificates of involvement in acts of collective worship.
- Provision of a lunchtime session for those pupils who wish to enter for a full course GCSE.
- The good relationships teachers have with pupils, and their skill in keeping pupils motivated and interested in the subject.
- The increase in resources and artefacts for the teaching and learning in RE.
- The secure place of RE within the curriculum and the good RE focus to the learning activities and tasks.
- The addressing of the shortcomings identified in the last Inspection, and the drive to improve the delivery of the scheme through the monitoring process.
- The revisions to and development of the scheme of work.
- The analysis of the scheme against the programmes of study of the Agreed Syllabus.
- The record of evidence, particularly for Year 1 classes.
- Clearly designated Coordinators for each Key Stage in the subject.

Areas for Development:

In this consortium, there is just one issue that is shared across more than one school:

- Assessment of pupil achievement and a recording process (5 schools)

In this case it is all school but one in the Consortium, and in one sense is surprising, given that the LEA/SACRE has published *Guidelines on Assessment in RE*, and that ACCAC - whose Levels are those for the Agreed Syllabus - have published *Optional Assessment Materials for RE*. However, assessment in the foundation subjects has been a developing issue, and over the years, attention has been largely given to core subjects.

Other areas were for individual schools:

- Primary liaison and building up Post 16 provision, as identified in the Development Plan.
- Widening out tasks to enable more personal responses by pupils.
- Documenting and ensuring that the scheme adequately covers the programmes of study in the Agreed Syllabus.
- Coordination of and identifying of Bible Stories that pupils should cover.
- The religious or Christian elements of the act of worship.
- Aspects of Curriculum Cymreig within the scheme of work, and of seasonal topics.
- Widening out of the monitoring process for the subject.
- Involvement of the local faith community in acts of collective worship.
- Analysis of coverage of the Programmes of Study of the Agreed Syllabus.

Recommendations:

Clearly, recommendations normally follow on from the areas of development, so therefore there is one issue that covers five of the schools in the consortium, but also another, arising from the good practice as identified in the good features:

- Continue the good practice identified (5 for RE, and 4 for Collective Worship).
- Implement a system to assess pupil achievement in RE, using the proforma from the LEA/SACRE, the *Optional Assessment Materials* from ACCAC, or some other procedure that will allow progress to be measured and recorded.

One other recommendation was shared between 2 schools:

- Identifying the coverage of the programmes of study of the Agreed Syllabus (2 schools)

All others were for individual schools:

- Continue the good practice identified, and the recouping ground since the fire.
 - Implement the proposed Development Plan targets, in particular:
 - developing the primary/secondary liaison, and re-kindling links with local primary schools
 - building up the provision for Post 16 pupils.
 - In the reviewing of the scheme, ensure that tasks for pupils offer opportunities for pupils to respond personally and address the religious significance of topics studied.
 - Complete the replacement of a policy for collective worship, and the planned enhancements to the pattern for the school as discussed.
 - Identify the coverage of the programmes of study of the Agreed Syllabus
 - Devise a list of the Bible stories used in the RE Scheme, those used regularly in acts of collective worship, and those that pupils should be introduced to if at all possible some time during their time in the school
 - Continue to develop the delivery of the scheme in the positive and clear way already in hand.
 - Take steps to ensure that the acts of worship have a clear religious or Christian element to them, in order to comply with statutory requirements.
 - Further refine the scheme of work by (a) carrying out an audit of Cwricwlwm Cymreig within it, and (b) giving greater cohesion to seasonal elements.
 - Opportunities for the Coordinator to review samples of books more formally (perhaps in tandem with the senior staff), and to observe lessons be considered.
 - The school explore possibilities for the involvement of the local faith community in acts of collective worship from time to time.
 - Carry out the planned revisions to the scheme already underway.

CONTEXT COMMENTS: INSPECTION REPORTS
DENBIGHSHIRE SACRE
03/07/2006

6 Schools

School	Dates	Rg. Inspector	SMSC Ins./ Key Question 3	RE Ins.
Bro Cinmeirch	17 – 19 Oct 2005	Len Jones	Gwenan Ll. Williams	Gwenan Ll. Williams
<p><i>Ysgol Bro Cinmeirch is a Community Primary School, situated between the Llan (Church) and the village of Llanrhaeadr yng Nghinmeirch. It is maintained by Denbighshire LEA. The school serves the village and the local area and eighteen pupils come from a wider area, including the town of Denbigh. A substantial percentage of the pupils from outside the catchment area attend the school as their parents want their children to have a Welsh-medium education. At present there are 57 pupils on roll, nine of them nursery children who attend during the morning only. The school considers the area from which pupils come to be one that is fairly advantaged. 2% of pupils are entitled to free school meals. Nine pupils are on the SEN register, including one pupil with a statement of SEN. About 50% of pupils come from homes where Welsh is the main language spoken, but 90% of the pupils in school can speak Welsh to first language standard. The school was last inspected in November 1999. Since then, there has been a substantial increase in number of pupils on the register.</i></p>				
Ysgol Tremeirchion	5 December 2005	Len Jones	Glyn Griffiths	Rev T Roberts – Section 50
<p><i>Ysgol Tremeirchion is located in the village, which is some four miles from St Asaph. It is a designated Welsh school under the voluntary control of the Church in Wales. The school is maintained by Denbighshire LEA. Only a minority of pupils come from the village, the majority are transported from villages such as Rhuallt, Trefnant, Caerwys and from St Asaph itself. They come to take advantage of the Welsh medium education, although only 50% of the pupils come from homes where Welsh is spoken as the main language. The states that 75% of the pupils can speak Welsh to first language standard. The area from which the pupils come is described as advantaged. 4% of pupils receive free school meals. During the inspection there were 53 pupils on the school's register, nine of them being nursery age who attend mornings only. Pupils are taught in three classes in the mornings and in two classes during the afternoons. Four pupils are on the SEN register with one of them having a statement of SEN. The school was last inspected in September 1999.</i></p>				
Ysgol Dyffryn Iâl	20 March 2006	Phil Mostert	Gwenan Williams	Gwenan Williams
<p><i>Ysgol Dyffryn Iâl is a VA Church in Wales school situated on two sites. It is located in the villages of Bryneglwys and Llandegla, six miles apart. It is a category C school; those schools where a percentage of the pupils learn the core subjects through the medium of Welsh and a percentage through the medium of English. The school provides education for 4 part-time pupils and 44 full-time pupils. At the time of the inspection, Ysgol Dyffryn Iâl was clustered with Ysgol Llantysilio, three miles from Llangollen; the Head of that school is also Head of this school. English is the main language spoken in the home by 86% of the pupils. The school describes the nature of the pupils' background as prosperous on the whole. 5% of pupils are entitled to free school meals. 10 (23%) pupils have special educational needs (SEN), a slightly higher percentage than the national average, no pupil has a statement of SEN. The school was last inspected in April 2000. The school has had four different Headteachers over the past year.</i></p>				

Denbigh High School	20 March 2006	Terence O'Marah	S Glyn Davies	Not Inspected
<p><i>Denbigh High School is an English medium co-educational comprehensive school for pupils aged 11 to 19. At present 955 pupils are on roll with 124 students in the sixth form. There are several Welsh speakers amongst the staff. Welsh speaking pupils also form part of the school's population. There are 33 pupils with statements of special educational needs. 13.8% of pupils are entitled to receive free school meals, which is above the average for the Unitary Authority and below the equivalent figure for Wales. The previous inspection took place in 2000. Up to 15 primary schools (some very small) feed pupils into the school. There is a preponderance of boys in the school. In terms of ability and social profile the school is a completely mixed comprehensive. Pupils exhibit the full range of talents and abilities and come from the full range of social backgrounds. Pupils with a wide range of special needs attend the school, which is designed for wheelchair access. The school is attached by a corridor to Ysgol Plas Brondyffryn, a special school for youngsters on the autistic spectrum. Pupils use Denbigh High School's dining room and join certain lessons, sometimes moving over to mainstream education altogether. The school is set amidst large playing fields and next to the Community Leisure Centre whose facilities are used during the school day. The school has faced many financial difficulties in the past and its budget remains low.</i></p>				
Ysgol Carrog	27 March 2006	Merfyn D Jones	Kerry Knapper	Merfyn D Jones
<p><i>Ysgol Carrog is a small, county maintained school serving the village of Carrog, near Corwen in Denbighshire. It caters for pupils aged between 3 & 11 years. The school reports that the area is neither prosperous nor economically disadvantaged. Currently, however, no pupils are entitled to free school meals. 1 pupil is 'looked after' by the local authority. At present there are 39 pupils on roll and one nursery child receives part-time education. Pupils come from the Village and the surrounding area. A minority of pupils (5%) come from homes where Welsh is the predominant language. 2 pupils have statement of special educational needs (SEN) and 3 pupils are on 'school action plus' of the Code of Practice for SEN. Including the Headteacher, there are 2 full-time classroom support staff and a part-time nursery nurse. The school was last inspected in 2000.</i></p>				
Ysgol Hiraddug	29 March 2006	Mervyn Ll-Jones	Meiriol Meredith-Jones	Not Inspected
<p><i>Ysgol Hiraddug is a local authority maintained Community Primary School located in the village of Dyserth at the North Easter end of the vale of Clwyd in Denbighshire. The school has 218 pupils between three and eleven years of age on roll. Pupils represent the full ability range. 3 pupils have a statement of special educational needs with a further 27 pupils either on school action or school action plus for extra support. Pupils are arranged into seven classes. According to the school, the pupils are drawn from a social background, which is described as neither prosperous nor economically disadvantaged. 11% of pupils received free school meals. English is the predominant language spoken at home. 1% of pupils are of Caribbean or Asian origin. The school was last inspected in 2000.</i></p>				

Analysis of Inspection Reports
Denbighshire SACRE
3 July 2006

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Key Issues:

1 School

- Promotion of *Cwricwlwm Cymreig*, more precisely in short term planning. (*Ysgol Carrog*)

POSITIVE COMMENTS

Extra-Curricular Activities/Opportunities

6 Schools

- Pupils benefit from taking part in a wide range of extra-curricular activities and educational visits. This provision enhances the school experiences and personal development of pupils. (*Ysgol Bro Cinmerich*)
- The continuity between lessons, and the links between them and extra-curricular activities, are one of notable features of the school. There are excellent examples of visits to the community and further afield, which are a means of enriching the experiences of all pupils. (*Ysgol Tremeirchion*)
The school offers a wide range of extra-curricular activities to the pupils, such as Urdd activities, singing in a choir, football, netball. A wide range of educational visits are also offered which enrich their educational and personal development well. (*Ysgol Tremeirchion*)
- A meeting is held weekly for the Urdd members at the school. (*Ysgol Tremeirchion*)
Pupils' experiences are promoted through a good range of recently arranged extra-curricular activities, including a chess club, netball and football. Some pupils took part in a writing squad and mathematics master classes. Pupils in KS1 have visited Aberduna Quarry and every pupil has planted trees in the locality. (*Ysgol Dyffryn Iâl*)
- The staff arrange educational visits and offer interesting after-school clubs. (*Ysgol Dyffryn Iâl*)
- The range of extra-curricular activities for all years has good features which outweigh shortcomings. School productions are very successful and involve a large number of pupils and students. Pupils and students also benefit by visiting galleries, theatres, geography field visits and a skiing trip. (*Denbigh High School*)
- The school provides a good range of extra-curricular activities open to all pupils. Representatives from Dragon School Sports and Urdd Gobaith Cymru hold sport lunchtime training sessions with pupils during the year. Such experiences engender qualities of co-operation and individual effort. Curricular objectives are enriched by regular educational visits. Greater independence and co-operation are promoted for older pupils during residential visits,

such as those they make to the Glanllyn Centre at Bala and the Urdd Centre in Cardiff. (*Ysgol Carrog*)

- The extra-curricular provision reflects full educational and social inclusion. (*Ysgol Hiraddug*)

Curriculum Cymreig / The Welsh Dimension

5 Schools

- The provision for the development of bilingual skills is one of the outstanding features of the school. (*Ysgol Tremeirchion*)
- The school places a great deal of emphasis on enhancing the pupils' understanding of their Welsh heritage and nurturing them in things that reflect that culture. (*Ysgol Tremeirchion Section 50*)
- The school also participates in other cultural activities such as local and national Eisteddfodau. (*Ysgol Tremeirchion Section 50*)
- The school places suitable emphasis on studying the heritage of Wales and the Curriculum Cymreig. The school features prominently in religious celebrations and competes in the Urdd Eisteddfod. (*Ysgol Dyffryn Iâl*)
- Teachers use Welsh informally in every classroom. (*Ysgol Dyffryn Iâl*)
- Many extra-curricular activities are arranged by the Welsh department for all key stages to help develop the bilingual confidence and skills of pupils and students. Y7 attend a residential course at Glan Llyn and other visits are arranged to the theatre and other venues. The school eisteddfod is an important annual event in the school calendar and every department makes a contribution. There are bilingual signs and displays around the school and all the school's correspondence with parents is bilingual. Tutorial lessons are conducted in Welsh for first language pupils. (*Denbigh High School*)
- A detailed audit has been carried out to identify the various ways that Y Cwricwlwm Cymreig is being addressed across all the curriculum areas. The majority of departments integrate aspects of Y Cwricwlwm Cymreig successfully into their schemes of work. (*Denbigh High School*)
- Pupils' understanding of their own culture and world cultures is particularly enhanced through their visits and their participation in the annual International Eisteddfod in Llangollen. (*Ysgol Carrog*)
- The provision for bilingualism is good in many aspects of the school's work. the 'Cwricwlwm Cymreig' and the multi-cultural aspects of the curriculum are planned in some detail. (*Ysgol Hiraddug*)

Observance/Promotion of Values/Good Manners/Respect

5 Schools

- Pupils have a clear sense of ownership and responsibility towards the school and its environment. (*Ysgol Bro Cinmerich*)
- The school is a happy and safe community where such values as respect, tolerance, friendship and self-discipline are effectively promoted. (*Ysgol Tremeirchion Section 50*)
- The staff work hard to establish an ethos that contributes to fostering pupils' personal and social development. A commercial scheme is used to complement this work. the staff provide a

homely, safe and caring environment and they have a good relationship with most of the pupils. (*Ysgol Dyffryn Iâl*)

- Most pupils show respect for each other, adults, the school environment and visitors to the school. (*Denbigh High School*)
- Teachers promote qualities of justice and fairness well. (*Ysgol Carrog*)
- Pupils are encouraged to look after one another in a spirit of co-operation and neighbourliness. (*Ysgol Carrog*)

Awareness/Promotion of Sustainable Development

5 Schools

- The attention given to sustainable development is an exceptional feature. The school recycles, studies water supplies and visits windmills. (*Ysgol Bro Cinmerich*)
- The school has strategies for promoting sustainable development and global citizenship and pupils are aware of the importance of caring for the environment through practices such as recycling paper and their work in the school garden. (*Ysgol Tremeirchion*)
The school has introduced some strategies to promote education for sustainable development, such as a recycling system and work involving caring for the environment jointly with the National Park. (*Ysgol Dyffryn Iâl*)
- There are some good features in promoting the awareness of sustainable development and global citizenship. These include:
 - a school policy for sustainable development and global citizenship;
 - an eco-council with representatives from each year
 - good coverage in the geography, personal social and health education and science schemes of work and
 - funding support from the local Rotary club to run a recycling project. (*Denbigh High School*)
- The attention given to sustainable development, such as through re-cycling projects is very good. the school has attained recognition as an Eco School. (*Ysgol Hiraddug*)

Links with / Involvement in the Local Community

4 Schools

- Pupils visit the local church and the Vicar holds services in the school occasionally. (*Ysgol Bro Cinmerich*)
- This is a community school and there is therefore a close link with various members and organisations of the community. (*Ysgol Bro Cinmerich*)
- The visits of the police school liaison officer are incorporated into the school's PSE curriculum, and are included in the schemes of work for KS1 and KS2. (*Ysgol Tremeirchion*)
- The school's close relationship with the Church enriches the pupils' spiritual development and the Vicar comes into school regularly to lead the collective worship services. (*Ysgol Tremeirchion*)
- Pupils at the school take part in a number of games against other schools, and contribute to local activities within the community. There are opportunities for pupils to take part in plays and the school choir sings in local concerts in the Church, as well as competing in the Urdd Eisteddfod. (*Ysgol Tremeirchion*)

- The schools liaison officer from North Wales Police takes PSE sessions fortnightly with the pupils. (*Ysgol Tremeirchion*)
- The school maintains its links with the Church through the local parish priest, who is a Foundation Governor and the present Chair of School's Governing Body, and the occasional visits of the Bishop's Visitor. (*Ysgol Tremeirchion Section 50*)
- The school has a very good relationship with its community, and especially with the church community. (*Ysgol Tremeirchion Section 50*)
- Health education, including sex education, is well supported by the community nurse, through the curriculum, and through the school's involvement in the Healthy Schools project. The community policeman delivers teaching about substance misuse and personal safety. (*Ysgol Carrog*)
- The relationship between the school, parents and the local community is very good. Carrog School is at the centre of the community and provides the cohesiveness that enables it to flourish. It is clear from the pre-inspection meeting that parents are proud of their village school and in what it provides for succeeding generations of their children. (*Ysgol Carrog*)
- The school provides pupils with an outstanding variety of good quality enriching experiences, including educational visits, visiting speakers, sporting opportunities, musical tuition, residential courses and a number of after-school clubs. (*Ysgol Hiraddug*)
- Pupils play a very active part in the life of the community. Their contributions to local charities and events like the District Arts Festival are good. (*Ysgol Hiraddug*)

Global Citizenship / World Education / International Links 4 Schools

- The attention given to sustainable development is an exceptional feature. The school recycles, studies water supplies and visits windmills. The regular link the school has with a school in Kenya is valuable and also contributes to the pupils' understanding of world-wide citizenship. (*Ysgol Bro Cinmerich*)
- Elements of the curriculum and a few worship sessions contribute to pupils' awareness of global citizenship. (*Ysgol Dyffryn Iâl*)
- There are some good features in promoting the awareness of sustainable development and global citizenship. These include:
 - a school policy for sustainable development and global citizenship;
 - an eco-council with representatives from each year
 - good coverage in the geography, personal social and health education and science schemes of work and
 - funding support from the local Rotary club to run a recycling project. (*Denbigh High School*)
- Pupils are making very good progress in developing an understanding of their roles as global citizens. In one class service, pupils discussed the lives of children throughout the world, including Russia, the African countries and Australia. They have good understanding of the importance of Fair Trade. (*Ysgol Hiraddug*)

Programme for / Impact of PSE Provision

4 Schools

- A PSE scheme, including regular Circle Time sessions, was prepared recently. (*Ysgol Dyffryn Iâl*)
- Personal, social and health education is delivered by a specialist team of teachers. (*Denbigh High School*)
- The programmes for personal, health and social education, work related education and careers education and guidance meet national guidelines and are well planned in the curriculum. (*Denbigh High School*)
- In all respects the curriculum conforms to legal requirements and the school takes good account of the Personal and Social Education Framework. (*Ysgol Carrog*)
- The school's system for promoting the pupils' personal and social development is outstanding in its cohesiveness and range. The well considered and consistently applied praise and rewards for positive behaviour, liaisons with home, police and other agencies, help pupils to respect other people's attitudes, feelings and values and develop the concept of citizenship through links to the school council. (*Ysgol Hiraddug*)

Provision of SMSC Development

3 Schools

- The development of pupils' spiritual, moral, social and cultural development is promoted well. (*Ysgol Tremeirchion*)
- The school's provision to promote learners' spiritual, moral, social and cultural development has good features outweighing shortcomings. (*Denbigh High School*)
- The school provides a rich variety of positive learning experiences to develop pupils' spiritual, moral, social and cultural awareness. (*Ysgol Carrog*)

Charities and Good Causes

3 Schools

- Pupils' moral development is promoted through their fund-raising activities for good causes, and through the annual concert and their visits with the aged. (*Ysgol Tremeirchion*)
- The pupils collect Christmas boxes for 'Operation Christmas Child' to help less fortunate children in foreign countries. This, together with their work on Botswana, enriches their awareness of Global Citizenship. (*Ysgol Tremeirchion*)
- It is mainly through the collective worship that the pupils avail themselves with the needs that some people have in the world, and the way they may best help those people. The pupils and their parents are to be praised for the generous contributions they make to charitable work both locally and nationally. During the current school year, money was raised for 'Operation Christmas Child', Christian Aid and St David's Day Appeal for the work of the 'Marie Currie' Charity. (*Ysgol Tremeirchion Section 50*)

- Appropriate attention is given to such aspects as helping the less fortunate. Fund-raising activities are held regularly. (*Ysgol Dyffryn Iâl*)
- Supporting charities such as the South East Asia Appeal and raising monthly payments to help a child in Ethiopia. These projects also contribute strongly to the development of pupils' understanding of their place as global citizens. (*Ysgol Hiraddug*)

Moral (and Social) Development /Provision

3 Schools

- Pupils' moral development is promoted through their fund-raising activities for good causes, and through the annual concert and their visits with the aged. (*Ysgol Tremeirchion*)
- Good features outweigh shortcomings in the spiritual and moral development of the pupils. (*Ysgol Dyffryn Iâl*)
- The school makes good and at times very good provision for pupils' moral and social development. (*Ysgol Hiraddug*)

Cultural Development

3 Schools

- The school makes use of institutions such as the Urdd Camps and other Outdoor Activity Centres in order to offer pupils experiences of cultural education and so inspire them to appreciate the beautiful environment that is to be found in and around their school's locality. (*Ysgol Tremeirchion Section 50*)
- Pupils are given many opportunities to explore cultural diversity through the curriculum and through contact with students from overseas attending the European Centre for Training and Regional Co-operation based in Llangollen, who visit the school. (*Ysgol Carrog*)
- Cultural development is well promoted in the study of geography, religious education and history. (*Ysgol Hiraddug*)

Work of School Council

3 Schools

- Pupils and students are encouraged to express opinions and voice concerns through the Year Councils and School Council. (*Denbigh High School*)
- The school has a Pupils' Council that regularly meets to discuss matters and decisions made pertaining to their education and voice their opinions on them. This offers pupils opportunities to gain confidence and become responsible. (*Ysgol Tremeirchion Section 50*)
- Members of the school council represent each class and take their responsibilities seriously. (*Ysgol Hiraddug*)

Equal Opportunities

3 Schools

- The school has a comprehensive policy on equal opportunities which is promoted through lessons in religious education and PSE. The school ensures access to all school activities for each pupil, whatever their sex and ability. (*Ysgol Tremeirchion*)

- The school also has comprehensive policy documents on equal opportunities. (*Ysgol Tremeirchion Section 50*)
- The school has an equal opportunities policy which is reflected in many aspects of school life, such as sports and other social activities. (*Ysgol Dyffryn Iâl*)
- The school emphasises respect for all pupils by ensuring equality of opportunity to all pupils in its care. (*Ysgol Hiraddug*)

Pupil Contributions to Acts of Collective Worship

2 Schools

- When some of the school's pupils were interviewed, they expressed the fact that they were very much aware of the value of worship and the opportunity it offered them to pray and be in the presence of God. (*Ysgol Tremeirchion Section 50*)
- Acts of collective worship are special and intimate times when pupils are given opportunities to reflect upon Christian and humanitarian values. Pupils are encouraged to think about moral issues and to share their thoughts with others. The very good rapport pupils have with their teachers at all times ensures that their response during their meetings together is heartfelt and genuine. (*Ysgol Carrog*)

Quality of Relationships

2 Schools

- Relationships throughout the school are good. (*Denbigh High School*)
- The very good rapport pupils have their teachers at all times ensures that their response during their meetings together is heartfelt and genuine. (*Ysgol Carrog*)

Opportunities to Reflect

2 Schools

- The periods of collective worship conform to statutory requirements and give the pupils opportunities to reflect and to develop good personal values. (*Ysgol Tremeirchion*)
- Pupils are given the opportunities to reflect upon Christian and humanitarian values. (*Ysgol Carrog*)

Contribution of Collective Worship to SMSC Development

2 Schools

- Collective worship contributes well to pupils' understanding of moral issues and helps them to respect truth and justice. (*Ysgol Bro Cinmerich*)
- Provision for spiritual development is good, especially in collective worship, circle time and religious education. (*Ysgol Hiraddug*)

Visits to Local Places of Worship

2 Schools

- Pupils visit the local church and the Vicar holds services in the school occasionally. (*Ysgol Bro Cinmerich*)
- The beautiful parish church, Corpus Christie is situated adjacent to the school. The school uses the church building as a valuable resource, in order to teach pupils about the Christian Faith and its

practices, and to hold whole school acts of worship once a month. The school also celebrates some of the major Christian Festivals in Corpus Christi Church. (*Ysgol Tremeirchion Section 50*)

Spiritual Development

2 Schools

- Good features outweigh shortcomings in the spiritual and moral development of the pupils. (*Ysgol Dyffryn Iâl*)
- Provision for spiritual development is good, especially in collective worship, circle time and religious education. (*Ysgol Hiraddug*)

Contribution of RE to SMSC Development

2 Schools

- Examples of work done by pupils in Religious Education lessons were seen. This included work on the Church's Year, a questionnaire on a visit made by some of the pupils to the Cathedral Church of St Asaph and some moral guidelines stemming from the biblical parable of the Good Samaritan. This work along with the experiences gained from collective worship contributes greatly to their spiritual and moral development. (*Ysgol Tremeirchion Section 50*)
- Provision for spiritual development is good, especially in collective worship, circle time and religious education. (*Ysgol Hiraddug*)

Opportunities for Responsibility and Initiative

1 School

- Pupils are given appropriate opportunities to take responsibility for others as well as themselves. For example, the buddy system is used well by pupils to help others who need their friendly support. (*Ysgol Hiraddug*)

Knowledge/Understanding/ Awareness of Other Cultures or Traditions

1 School

- Pupils are aware of the culture of Wales in many subjects and opportunities are available through multi-cultural awareness days to study other cultures. (*Denbigh High School*)

Quality of Acts of Collect Worship

1 School

- The spiritual atmosphere of both acts of worship was enhanced by the use of a lighted candle, the beautiful religious frontal hanging over the back of the piano and created by the pupils themselves, the choice of background classical music and the purposeful prayers that were offered. Some Anglican versicles were also used. The standard of singing was good. Despite being rather unsettled at the beginning of worship, each one was conscious of the fact that they were part of a religious act of worship. (*Ysgol Tremeirchion Section 50*)

Knowledge and Understanding of Right and Wrong **1 School**

- It successfully promotes a strong sense of right and wrong throughout school life. Pupils are aware of the difference between appropriate and inappropriate conduct in differing contexts. (*Ysgol Hiraddug*)

Aims / General Ethos **1 School**

- The school is a happy and safe community, where such values as respect, tolerance, friendship and self-discipline are effectively promoted. (*Ysgol Tremeirchion Section 50*)
- Pupils are well behaved, courteous and welcoming. (*Ysgol Tremeirchion Section 50*)
- The school has a strong Christian ethos. (*Ysgol Tremeirchion Section 50*)

Pupils' Response to SMSC Provision **1 School**

- When some of the school's pupils were interviewed, they expressed the fact that they were very much aware of the value of worship and the opportunity it offered them to pray and be in the presence of God. (*Ysgol Tremeirchion Section 50*)

Opportunities for Collaboration / Co-operation **1 School**

- Most pupils work well together in lessons. (*Denbigh High School*)

Compliance with Statutory Requirements for Collective Worship **1 School**

- The periods of collective worship conform to statutory requirements and give the pupils opportunities to reflect and to develop good personal values. (*Ysgol Tremeirchion*)

Character of Acts of Collective Worship **1 School**

- Collective worship in the school follows a pattern of themes linked to the school's curriculum but which also makes references to the Church's Calendar and the main Christian Festivals. (*Ysgol Tremeirchion Section 50*)

Social Development / Interaction / Interpersonal Skills **1 School**

- There are opportunities to develop socially through such activities as visits to the outdoor activity centre at Nant Bwlch yr Haearn, contributing to a television programme on S4C, or canoeing on Llyn Tegid. (*Ysgol Tremeirchion*)

Contributions of Other Subjects to SMSC Development **1 School**

- Learning experiences promote spiritual, moral, social and cultural development well, and give attention to Personal and Social Education (PSE) issues. As a result, pupils have a clear sense of ownership and responsibility towards the school and its environment. (*Ysgol Bro Cinmerich*)

Health Awareness / Healthy Schools Initiatives **1 School**

- The school has already received accreditation for Stage 1 of the 'Healthy Schools' project. In connection with this, the pupils' entrepreneurial skills are promoted through running the school's fruit shop where they are responsible for ordering, pricing and selling the fruit; they also sell bottled water and the school calendars. (*Ysgol Tremeirchion*)

NEGATIVE COMMENTS

Opportunities for Responsibility and Initiative **1 School**

- Students in the sixth form have few opportunities to take responsibility and support others. (*Denbigh High School*)

Curriculum Cymreig / The Welsh Dimension **1 School**

- Although teachers use Welsh informally in every classroom, learning experiences do not sufficiently promote pupils' bilingual skills. (*Ysgol Dyffryn Iâl*)

Observance / Promotion of Values / Good Manners / Respect **1 School**

- A minority of pupils show a lack of respect for others by disrupting their lessons. (*Denbigh High School*)

Pupil Contributions to Acts of Collective Worship **1 School**

- Pupils are not given enough opportunities to participate in sessions of joint-worship or meditating on their own beliefs and values. (*Ysgol Dyffryn Iâl*)

Aims / General Ethos **1 School**

- The school has not included its Ethos Statement, which forms part of its Instrument of Government, and which is central to its mission as a church school, within its prospectus or its policy documents. the school's voluntary status is barely mentioned in the documentation that the school offered to the Inspector. (*Ysgol Tremeirchion Section 50*)

Compliance with Statutory Requirements for Collective Worship

1 School

- There is no collective worship in many tutor groups. (*Denbigh High School*)
- The failure to provide a daily act of worship for all pupils. (*Denbigh High School*)

Extra-curricular Activities

1 School

- The limited opportunities in musical activities, regular sports fixtures and clubs meeting during lunch time is shortcoming. (*Denbigh High School*)

Spiritual Development

1 School

- The spiritual dimension is not planned across some subjects. (*Denbigh High School*)

Policy on Collective Worship

1 School

- The school does not have a policy document on Collective Worship, rather a list of statements which act as guidelines for the school to produce its own policy document. It is recommended that the Foundation Governors, with the co-operation of the Headteacher and with help from the Diocesan Education Officer, produce a new collective worship policy for the school. (*Ysgol Tremeirchion Section 50*)

Work of School Council

1 School

- There has been a School Council in the past; it has not been operational for some time now. (*Ysgol Dyffryn Iâl*)

Awareness/ Promotion of Sustainable Development

1 School

- Pupils do not confidently discuss this aspect. (*Ysgol Dyffryn Iâl*)

RELIGIOUS EDUCATION

Key Issues:

1 School

- *Raise standards in Welsh in both key stages and in religious education at KS2. (Ysgol Bro Cinmerich)*

POSITIVE COMMENTS

Standards of Achievement

3 Schools

- Key Stage 1 – Grade 2: Good features and no important shortcomings (*Ysgol Bro Cinmerich*)
- Key Stage 2 – Grade 3: Good features outweigh shortcomings (*Ysgol Bro Cinmerich*)
- KS1 pupils have a good knowledge about a number of stories about Jesus Christ and his effect on others. They can repeat them in their own words and discuss their content. They are also familiar with other stories from the Bible. (*Ysgol Bro Cinmerich*)
- Key Stage 1 – Grade 3: Good features outweigh shortcomings. (*Ysgol Dyffryn Iâl*)
- Key Stage 2 – Grade 3: Good features outweigh shortcomings. (*Ysgol Dyffryn Iâl*)
- KS1 – Grade 1: Good with outstanding features (*Ysgol Carrog*)
- KS2 – Grade 1: Good with outstanding features (*Ysgol Carrog*)

Knowledge/Understanding of Christianity

3 Schools

- KS1 pupils know about the Christian festivals and can discuss some of the main events linked to them. They can describe the purpose of the Thanksgiving service, they appreciate the importance of being grateful and they have created their own simple prayers. (*Ysgol Bro Cinmerich*)
- Pupils have a good awareness of the features and practices of places of worship and can describe objects within them and their purpose. (*Ysgol Bro Cinmerich*)
- Pupils know some of the religious stories linked to the main Christian festivals and about the significance of particular days. (*Ysgol Bro Cinmerich*)
- KS1 pupils know about main Christian celebrations. (*Ysgol Dyffryn Iâl*)
- KS1 pupils describe the practices employed during baptism and wedding services. (*Ysgol Dyffryn Iâl*)
- In both Key Stages pupils have a very good understanding of Christianity and Christian festivals. They understand the characteristics of being a Christian, both in a spiritual and moral context and of the need for, and the importance of, rules in daily life. (*Ysgol Carrog*)

Knowledge/Understanding/Inclusion of Religions Other Than Christianity

3 Schools

- Pupils know there are religious apart from Christianity practised across the world. (*Ysgol Bro Cinmerich*)
- KS2 pupils are familiar with some of the characteristics, symbols and artefacts of the Jewish faith. (*Ysgol Dyffryn Iâl*)
- KS1 pupils clearly understand the meaning of some religious celebrations and their significance in other faiths, such as Hinduism. (*Ysgol Carrog*)
- KS2 pupils have a good awareness of, and respect for, other religions practiced in the world community and are aware of the similarities and the differences between the beliefs and practices of Muslims and Christians. (*Ysgol Carrog*)
- KS2 pupils understand the significance of the Christian celebrations of Christmas and Easter and speak about their own involvement in the celebration of Christmas with great feeling. (*Ysgol Carrog*)

Knowledge/Understanding of the Bible / Bible Stories

3 Schools

- KS1 pupils have a good knowledge about a number of stories about Jesus Christ and his effect on others. They can repeat them in their own words and discuss their content. They are also familiar with other stories from the Bible. (*Ysgol Bro Cinmerich*)
- Pupils understand the importance of the Bible for Christians. (*Ysgol Bro Cinmerich*)
- At KS2, pupils know that the Bible is a sacred book and can re-tell and write some of the stories from the Bible in different registers to a generally good standard. They can differentiate between the New Testament and Old Testament, discussing a number of characters in them, the miracles of Christ and events in his life. (*Ysgol Bro Cinmerich*)
- KS1 pupils recount familiar stories from the Bible and record them in picture form and simple writing. (*Ysgol Dyffryn Iâl*)
- KS2 pupils have a firm awareness of the Bible as the special book of the Christian religion and they have produced lively work empathising with Mari Jones and William Morgan. They have a good knowledge of stories from the Old Testament and the New Testament, including Jesus' miracles and parables. They know about the main events of Jesus' life, the different aspects of his work and the effect of his life on others. (*Ysgol Dyffryn Iâl*)
- In both Key Stages, pupils remember the Bible stories they have been taught extremely well. (*Ysgol Carrog*)
- In KS1, pupils correctly recount the story of Moses and how and why he and the Israelites crossed the Red Sea. They know the story of the birth of Jesus well and they talk knowledgably about the key people in the story. (*Ysgol Carrog*)
- KS 1 pupils know that the Bible contains God's rules in the Ten Commandments. (*Ysgol Carrog*)
- KS2 pupils have a good understanding of parables and illustrate it through recounting the story of the 'Good Samaritan'. (*Ysgol Carrog*)

- Following the story of the Queen of Sheba, KS2 pupils accurately describe the positive and negative feelings incurred through journeying in present and past times. They also demonstrate empathy when describing the feelings of different people in the crowd watching Jesus enter Jerusalem on the first Palm Sunday. *(Ysgol Carrog)*

Knowledge/Understanding of Religious Concepts/Themes 3 Schools

- Following work on the Ten Commandments, pupils express opinions about obeying rules today, and they have drawn up an appropriate list of rules for themselves in school. *(Ysgol Bro Cinmerich)*
- KS2 pupils' awareness of values such as friendship and kindness towards others is good. They understand that other people have different values that should be respected and when discussing the natural world, they express opinions on how they should protect it for the generations to come. *(Ysgol Bro Cinmerich)*
- KS2 pupils make good progress in their understanding of facts and of concepts such as the purpose of prayer. *(Ysgol Bro Cinmerich)*
- KS1 pupils discuss the purpose of prayer and have composed a simple thank you prayer. *(Ysgol Dyffryn Iâl)*
- KS2 pupils' understanding of the significance of worship and places of worship [is extended by their visits to the local church and their involvement with the Vicar. Pupils have a good understanding of religious symbols and of a variety of celebrations and services. *(Ysgol Dyffryn Iâl)*
- In KS2, pupils are confident to talk about the values that are important to them and put together thoughtful, reasoned arguments. *(Ysgol Carrog)*
- Pupils develop good social, moral and cultural skills and adapt them in practical ways through their behaviour, responsibilities and attitudes to everyday life in the school. *(Ysgol Carrog)*

Visits to Local Churches / Chapels / Places of Worship 2 Schools

- After visiting the local church to take part in the Flower Festival, they have an understanding of similar festivals and the significance of the artefacts there. *(Ysgol Bro Cinmerich)*
- KS1 pupils have visited the local church and can name a number of the artefacts to be found there. *(Ysgol Dyffryn Iâl)*

Composing of / Writing Own Prayers 2 Schools

- Pupils have created their own simple prayers. *(Ysgol Bro Cinmerich)*
KS2 pupils have devised their own prayers. *(Ysgol Bro Cinmerich)*
- KS1 pupils discuss the purpose of prayer and have composed a simple thank you prayer. *(Ysgol Dyffryn Iâl)*

Relationship of Scheme of Work to Agreed Syllabus **2 Schools**

- The content of the Agreed Syllabus for Denbighshire is presented appropriately. (*Ysgol Bro Cinmerich*)
- The content of the Local Standing Advisory Council of Religious Education (SACRE) syllabus is well-presented, (*Ysgol Dyffryn Iâl*)

Knowledge / Awareness of Famous Lives **2 Schools**

- Pupils are also familiar with other stories about St David, William Morgan and Mari Jones. (*Ysgol Bro Cinmerich*)
- Pupils come to understand that St David was an active Christian who told people about the work and teaching of Jesus Christ. when discussing the story of Moses they are beginning to further develop their understanding of the importance of leaders. (*Ysgol Dyffryn Iâl*)

Opportunities / Ability to Express Own Ideas / Views **2 Schools**

- In KS1, pupils express feelings confidently. In particular they discuss the things that make them happy, angry or sad. (*Ysgol Dyffryn Iâl*)
- In KS2, pupils are confident to talk about the values that are important to them and put together thoughtful, reasoned arguments. (*Ysgol Carrog*)

Aware of the Impact of Belief on Lifestyle **2 Schools**

- Pupils discuss the effect of individuals' behaviour on others in a mature way. (*Ysgol Bro Cinmerich*)
- KS2 pupils recognise that such beliefs affect the life styles of committed believers. (*Ysgol Carrog*)

No Shortcomings **1 School**

- There are no significant shortcomings. (*Ysgol Carrog*)

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

- Pupils can discuss and relate the life practices and the rituals of Christians to their own lives. (*Ysgol Bro Cinmerich*)

Use of Visitors from Faith Traditions in RE Work **1 School**

- KS1 pupils make good use of the local Vicar's visit to develop a good awareness of the various elements of her work. (*Ysgol Dyffryn Iâl*)

Relate Their Own Lives To Those of Others

1 School

- Pupils develop good social, moral and cultural skills and adapt them in practical ways through their behaviour, responsibilities and attitudes to everyday life in the school. (*Ysgol Carrog*)

NEGATIVE COMMENTS

Knowledge/Understanding / Inclusion of Religions Other Than Christianity **2 Schools**

- In both Key Stages, the knowledge of pupils of other religions apart from Christianity is undeveloped. (*Ysgol Bro Cinmerich*)
- Pupils in KS1 are not confident when discussing Judaism. (*Ysgol Dyffryn Iâl*)
- KS2 pupils' understanding of the Jewish faith is superficial and limited although they know some facts. (*Ysgol Dyffryn Iâl*)

Knowledge/Understanding of the Bible / Bible Stories

1 School

- A significant number of KS2 pupils cannot name the parables of Jesus Christ, nor the messages behind them. (*Ysgol Bro Cinmerich*)

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

- Pupils in KS2 do not discuss the importance of rules, friendship, caring for others and the need to care for the environment. (*Ysgol Dyffryn Iâl*)

Review of SACRE Reports 2002–2003 and 2003–2004



AWDURDOD
CYMWYSTERAU,
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CYMRU

QUALIFICATIONS
CURRICULUM &
ASSESSMENT AUTHORITY
FOR WALES

Noddir gan
Lywodraeth Cynulliad Cymru
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1 Executive summary

1 Executive summary

- 1.1 The SACRE reports analysed during this reporting period show how SACREs and LEAs are continuing to develop innovative ways of supporting schools and raising standards in religious education and collective worship in Wales. The progress made since the last reporting period is noted below.
- 1.2 The majority of SACREs continue to make positive progress in advising their LEAs in supporting and monitoring the implementation of their locally agreed syllabus. Many SACREs are producing innovative materials to support implementation, but evidence for evaluating the effectiveness of the materials in supporting teachers is not always available.
- 1.3 **ACCAC recommends that SACREs continue to provide their LEAs with effective advice on the implementation of and support for their locally agreed syllabus, together with suggestions on how the success of guidance materials and resources on teaching and learning in the classroom can be assessed.**
- 1.4 All 22 SACRE reports currently provide statistical analysis concerning inspection reports. Twenty in 2002–2003 and 19 in 2003–2004 considered the results and reported on ways in which schools had subsequently been supported and encouraged to promote quality RE. Four SACREs have already implemented procedures by which to measure standards after Estyn implement the new inspection framework.
- 1.5 **ACCAC recommends that SACREs continue to evaluate standards of RE and collective worship in schools and advise their LEAs on the issues that need to be addressed. All SACREs should, in the light of the new inspection framework, advise their LEAs on ways in which standards in schools can be monitored and supported.**
- 1.6 All SACREs submitting reports during this reporting period provided statistical information on examination results. The number of SACREs reporting on the subsequent discussions that took place as a result of analysis has risen from 11 SACREs in 2000–2001 and 9 SACREs in 2001–2002 to 18 in 2002–2003 and 17 in 2003–2004. However, support and encouragement for schools as a result of the analysis remains low, with 11 SACREs noting action in 2002–2003 and 10 in 2003–2004.
- 1.7 **ACCAC recommends that all SACRE reports provide evidence of the discussions that have emerged from the analysis of examination statistics. Evidence of subsequent action taken by LEAs as a result of advice from SACREs is also recommended, particularly if SACREs are to fulfil their legal role of supporting the process of raising standards in RE.**

1.8 The level of support given to teachers in the form of training and advice on teaching methods and resources had increased from 13 SACREs in 2000–2001 and 17 SACREs in 2001–2002 to 22 in 2002–2003 and 21 in 2003–2004. Only five SACREs, however, reported that their LEAs had implemented strategies to identify training needs and to evaluate the impact on teachers' practice and pupils' learning.

1.9 ACCAC recommends that all SACRE reports continue to provide evidence of the support, advice and training that has been undertaken by the LEA, and suggests that SACREs then advise the LEA on how these procedures can become even more effective.

1.10 The support and guidance provided by LEAs for collective worship remains low. Up to 11 SACRE reports during the reporting period stated that they had supported schools, but some of the support was identified in the last reporting period.

1.11 The figure for those LEAs who monitor inspection reports has remained constant since the last reporting period with 18 in both 2002–2003 and in 2003–2004. Up to ten SACREs offered support to schools as a result of evaluating the evidence, but only one SACRE report noted that they had used the inspection evidence to identify the main issues and, as a result, implement a strategy for improvement.

1.12 ACCAC recommends that all SACREs, having evaluated the evidence for standards in collective worship, advise their LEAs on the main issues raised and subsequently identify ways in which these issues can be addressed in order to support schools.

1.13 There is much good practice in the work of SACREs and in the advice that is given to LEAs to promote standards in RE and collective worship. The SACRE reports provide a means of sharing good practice, informing teachers about innovations and issues in RE and evaluating success. Similarly, WASACRE acts as a positive forum for sharing ideas, debating important issues and supporting all SACREs in Wales.

1.14 ACCAC acknowledges the work that is carried out by SACREs and WASACRE in supporting and raising standards in RE. In order to build on good practice, ACCAC recommends that SACREs and WASACRE consider how SACREs can evaluate and monitor their work and can be best supported in the task of meeting their legal obligations, working together, sharing good practice and supporting the development of quality RE and collective worship in Wales.

2 Introduction

2 Introduction

- 2.1 Every Local Education Authority (LEA) is required to have a Standing Advisory Council for Religious Education (SACRE). SACREs are required to publish annual reports that should summarise all advice given to the LEA, both that requested by the LEA, and that initiated by the SACRE. SACREs are required to send a copy of their annual report to ACCAC. The Welsh Office Circular 10/94 recommends that reports should cover the academic year and be sent to ACCAC by 30 December each year.
- 2.2 LEAs and SACREs are required to provide locally agreed syllabuses and advice on religious education and collective worship to all maintained schools within the LEA, including all community schools, foundation schools and voluntary schools without a religious character. Those foundation and voluntary schools with a religious character are required to provide religious education and collective worship in accordance with their trust deed, or the tenets of the religion or religious denomination unless special provisions have been requested under paragraph 3 and 4, Section 2 – Schedule 19 of the *School Standards and Framework Act 1998*.
- 2.3 This review of SACRE reports covers the periods September 2002–August 2003 and September 2003–August 2004. Reports from 22 SACREs have been received for 2002–2003 and 21 reports for the period 2003–2004.
- 2.4 The table below shows the number of meetings held per SACRE in 2002–2003 and 2003–2004.

Name of LEA	No. of meetings 2002–2003	Summary of business	Inclusion of Development Plans	No. of meetings 2003–2004	Summary of business	Inclusion of Development Plans
Anglesey	2	✓		3	✓	
Blaenau Gwent	3	✓		3	✓	
Bridgend	4	✓	✓	4	✓	✓
Caerphilly	4	✓	✓	4	✓	✓
Cardiff	3	✓	✓	3	✓	✓
Carmarthenshire	3	✓		3	✓	
Ceredigion	3	✓		3	✓	
Conwy	2			3		
Denbighshire	3			3		
Flintshire	3			2		
Gwynedd	3	✓		3	✓	
Merthyr Tydfil	4	✓	✓	2	✓	✓
Monmouthshire	3	✓		3	✓	
Neath Port Talbot	3		✓	2		✓
Newport	3	✓	✓	3	✓	✓
Pembrokeshire	4	✓		3	✓	
Powys	3	✓	✓	3	✓	✓
Rhondda Cynon Taff	4	✓	✓	5	✓	✓
Swansea	3	✓	✓	3	✓	✓
Torfaen	3	✓	✓	3	✓	✓
Vale of Glamorgan	3	✓	✓	report not received		
Wrexham	3			3		

- 2.5 The most common number of meetings for each year was three. Unlike previous years the reports did not provide an explanation for SACREs moving outside this three-meeting pattern.
- 2.6 Seventeen SACREs in 2002–2003, and 16 in 2003–2004, provided a brief summary of the main business of the meetings and 11 reports in 2002–2003 and 10 in 2003–2004 provided development plans, some of which were extensive.

National issues

- 2.7 During 2002–2003, 18 SACREs noted that they had considered the report of the WASACRE/ACCAC RE Symposium 2002 and several SACREs reiterated the unanimous support which was given by those who attended the RE Symposium for the development of a National Syllabus/Framework for RE (to be produced by ACCAC). Ten SACREs noted a positive response to the draft Optional Assessment Materials (OAMs) with some LEAs referring to the documents as part of the INSET programmes or as part of their annual RE conference.
- 2.8 During 2003–2004, 15 SACREs noted their consideration of ACCAC's last *Review of SACRE Reports 2000–2002* with some positive comments. Fourteen reports either noted that they had received feedback regarding the first steering group meeting for ACCAC's draft *Guidance for Writing SACRE Reports*, that SACRE had considered the draft document, or noted that SACRE members had been nominated to attend the second steering group meeting.
- 2.9 During the reporting period six SACREs noted their consideration of and response to ACCAC's draft document regarding the Foundation Phase in Wales and/or noted that it would have implications for the provision of RE and that guidance would be needed for schools.
- 2.10 Most SACRE reports made direct reference to ACCAC's work and published materials during this reporting period. These are summarised in the table that follows on pages 6–8.

Name of LEA	Response to WASACRE/ ACCAC Symposium 2002–2003	Response to ACCAC's draft OAMs 2002–2004	Response to Foundation Phase consultation 2002–2004	Response to ACCAC's <i>Review of SACRE Reports 2000–2002</i> 2003–2004	Response to ACCAC's <i>Guidance for writing SACRE Reports</i> 2003–2004
Angelsey	Considered the report Teachers were asked to respond to ACCAC's national exemplar framework and level descriptions	Noted that schools are trialling the materials 2002–2003		Considered the report	Considered the draft document and await further information
Blaenau Gwent	Considered the report			Considered the report	
Bridgend	Discussed and responded to the report			Considered the report and stated that it was a valuable document	Received feedback from the ACCAC meeting
Caerphilly	Discussed and responded to the report			Considered the report	Nominated group members for ACCAC's steering group
Cardiff					
Carmarthenshire	Responded to the report noting their support for a National Framework for RE*		Considered the implications of the Foundation Phase and RE 2002–2003 Discussed and responded to consultation document 2003–2004		Considered the draft document and await further information
Ceredigion	Responded to the report noting their support for a National Framework for RE*		Considered the implications of the Foundation Phase and RE 2002–2003 Discussed and responded to consultation document 2003–2004		Considered the draft document and await further information
Conwy	Responded to the report noting their support for a National Framework for RE*	As a result of a presentation by ACCAC at WASACRE, Conwy SACRE considered the draft materials during a SACRE meeting 2002–2003 Wrote to ACCAC to express congratulations on draft OAMs 2003–2004	Responded to the draft document 2002–2003 Discussed the need for guidance on RE and Foundation Phase 2003–2004	Considered the report, noting Conwy's close compliance	Nominated group members for ACCAC's steering group

Name of LEA	Response to WASACRE/ ACCAC Symposium 2002–2003	Response to ACCAC's draft OAMs 2002–2004	Response to Foundation Phase consultation 2002–2004	Response to ACCAC's <i>Review of SACRE Reports 2000–2002</i> 2003–2004	Response to ACCAC's <i>Guidance for writing SACRE Reports</i> 2003–2004
Denbighshire	Responded positively to the report noting that they had already implemented some of the recommendations They supported a National Framework for RE*	As a result of a presentation by ACCAC at WASACRE, Denbighshire SACRE considered the draft materials during SACRE meeting and INSET. They were positively received 2002–2003	Responded to the draft document 2002–2003 Discussed the need for Guidance on RE and Foundation Phase 2003–2004	Considered the report noting Denbighshire's close compliance	Nominated group members for ACCAC's steering group
Flintshire	Responded positively to the report noting that they had already implemented some of the recommendations They supported a National Framework for RE*	As a result of a presentation by ACCAC at WASACRE, Flintshire SACRE considered the draft materials during SACRE meeting and INSET. They were positively received 2002–2003	Responded to the draft document 2002–2003	Considered the report	Nominated group members for ACCAC's steering group
Gwynedd	Considered the report Teachers were asked to respond to ACCAC's national exemplar framework and level descriptions	Noted that schools are trialling the materials 2002–2003			
Merthyr Tydfil	Discussed and responded to the report			Considered the report and stated that it was a valuable document	Nominated group members for ACCAC's steering group
Monmouthshire	Discussed and responded to the report			Considered the report	
Neath Port Talbot		Discussed during INSET 2002–2003			

Name of LEA	Response to WASACRE/ ACCAC Symposium 2002–2003	Response to ACCAC's draft OAMs 2002–2004	Response to Foundation Phase consultation 2002–2004	Response to ACCAC's Review of SACRE Reports 2000–2002 2003–2004	Response to ACCAC's Guidance for writing SACRE Reports 2003–2004
Newport	Discussed and responded to the report	Noted ACCAC's expected contribution concerning OAMs at the 2004 RE conference 2002–2003 This was confirmed in 2003–2004		Considered the report	
Pembrokeshire					
Powys	Considered the report 2002–2003 Considered the responses to the report noting that they supported a National Framework for RE* 2003–2004			Considered the report	Considered the draft report and await further information
Rhondda Cynon Taff	Discussed and responded to the report			Considered the report and stated that it was a valuable document	Received feedback from the initial ACCAC steering group meeting
Swansea	Discussed and responded to the report	Noted ACCAC's contribution concerning OAMs at the 2003 RE conference		The report was considered	Nominated group members for ACCAC's steering group
Torfaen	Discussed and responded to the report	Some Torfaen teachers attended the Newport conference		The report was considered	Nominated group members for ACCAC's steering group
Vale of Glamorgan					
Wrexham	Responded positively to the report noting that they had already implemented some of the recommendations They supported a National Framework for RE*	As a result of a presentation by ACCAC at WASACRE, Wrexham SACRE considered the draft materials during SACRE meeting and INSET. They were positively received 2002–2003 SACRE were awaiting the final drafts 2003–2004	Responded to the draft document 2002–2003 Considered implications for agreed syllabus 2003–2004	As a response to this document a meeting was held to ascertain how SACRE might forge closer links with schools	Considered and appreciated the draft document which informed their discussions on future developments

* Where the SACRE reports recommended a National Syllabus/Framework for RE, they reflected the view of the National Symposium Report (i.e. that any National Syllabus/Framework should be the subject of full consultation and should not interfere with local determination, as stated in the original report). (For further details of the recommendations of the RE Symposium 2002 please see the report which is available from WASACRE.) ACCAC has information that seven SACREs have already adopted or are considering adopting aspects of ACCAC's current National Exemplar Framework and Level Descriptions and others recognise that their syllabuses are very similar to ACCAC's Guidance.

- 2.11 Many SACREs also noted that they have considered various Estyn documents and/or received presentations from HMI. Some SACREs had entered into correspondence with Estyn regarding the quality of inspection reports and the new inspection framework. A few SACREs commented on this Framework and how the change in practice would have an impact on the way in which SACREs presently monitor schools' performance.
- 2.12 Most of the SACRE reports raised the issue of the Welsh Baccaulaureate and some of them reported that they had contacted the Welsh Assembly Government, WASACRE and/or the WJEC regarding the lack of reference and inclusion of RE. This issue was not resolved during this reporting period. Conwy, Denbighshire and Flintshire noted that due to official changes Initial Teacher Training (ITT) institutions in England could no longer use schools in Wales and also raised issues about qualified teacher status. The SACREs reported that the matter was positively resolved.

3 Religious education

Locally agreed syllabuses

- 3.1 Each LEA must adopt a locally agreed syllabus for religious education. An agreed syllabus conference (a separate body from the SACRE) must be convened by the LEA in order to develop and recommend an agreed syllabus for the LEA. The syllabus must then be transmitted to the LEA for consideration and, if agreed, be formally adopted.
- 3.2 During 2002–2003, one SACRE reported that they had successfully launched their revised agreed syllabus whilst others noted that their syllabuses had been well received or had been implemented. Three SACREs highlighted that a review of their agreed syllabus was taking place or was imminent. To this end, three SACREs noted they had carried out questionnaire surveys to assess the effectiveness of the agreed syllabus prior to review. Carmarthenshire and Ceredigion had trialled ACCAC's national exemplar level descriptions and were considering how the development of the Foundation Phase would affect their revised agreed syllabus.

Four SACREs noted that they had produced guidance to supplement their agreed syllabus and two had produced additional resource lists. Four SACREs had produced assessment guidance based on ACCAC's national exemplar level descriptions. Many SACREs stated that advice and support, including guidance documents, had been provided to support the implementation of the agreed syllabus in schools; much of this was the same as that which had been provided during previous reporting periods.

- 3.3 During 2003–2004, Caerphilly noted that they had reviewed and produced a revised draft agreed syllabus to be adopted in the next reporting period. Eight other SACREs noted that a review of their agreed syllabus was to take place in the next reporting period, and to this end three of these SACREs, namely Bridgend, Merthyr Tydfil and Rhondda Cynon Taff, had circulated a questionnaire. Carmarthenshire and Ceredigion are to delay their review in order to take account of national initiatives from ACCAC, including the revision of ACCAC's guidance on reviewing agreed syllabuses, an *Exemplar Framework for RE* and *National Exemplar Level Descriptions*.

Two SACREs, namely Cardiff and Powys, noted that they had provided new guidance and support to schools in order to promote their revised agreed syllabuses and Blaenau Gwent and Monmouthshire noted that they had added a supplementary section on Early Years to their existing handbook. Three SACREs, namely Conwy, Denbighshire and Flintshire, provided assessment guidance in order to implement successfully ACCAC's national exemplar level descriptions and Wrexham wrote to schools and provided additional assessment guidance. Many SACREs stated that advice, support and documentation had been provided to support the implementation of the agreed syllabus in schools; much of this was the same as during previous reporting periods.

3.4 The table below summarises the status of agreed syllabuses as indicated in SACRE reports.

Blank spaces indicate that no comment has been made in the SACRE report.

Name of LEA	Stated date of adoption	2002–2003	Support for implementation	2003–2004	Support for implementation
Anglesey	20 April 1999	Agreed syllabus has been implemented	Provided INSET materials, school visits and an assessment booklet (as noted in previous reports)	Agreed syllabus has been implemented	Noted previous support
Blaenau Gwent	17 September 2000	Agreed syllabus has been implemented	Provided INSET, school visits and a handbook (as noted in previous reports) plus an Early Years addition to existing handbook. Circulated results of secondary schools questionnaire	Review to take place September 2005	Noted previous support
Bridgend	Spring 2000	Revised agreed syllabus has been implemented, review to take place 2004–2005	Provided INSET, resource list and noted exemplar schemes of work (as noted in previous reports) and circulated exemplification of standards document 2003. Circulated a questionnaire regarding agreed syllabus	Review to take place autumn 2004 for implementation September 2005	Noted previous support plus circulated a questionnaire regarding agreed syllabus
Caerphilly	5 December 1999	Revised agreed syllabus has been implemented, review to take place 2004–2005	Provided INSET, primary schemes of work (as noted in previous reports) and circulated an exemplification of standards document 2003. Circulated a questionnaire regarding agreed syllabus	Reviewed and produced draft agreed syllabus for implementation autumn 2005	Noted previous support and circulated a revised draft agreed syllabus for schools
Cardiff	2002–2003	New agreed syllabus launched	Produced primary schemes of work	Agreed syllabus has been well received	Provided exemplification of standards for RE to primary schools
Carmarthenshire	2 December 1996	Reviewing the syllabus, trialling ACCAC's national exemplar level descriptions and considering issues for the Foundation Phase and RE	Provided INSET, school visits, exemplar schemes of work (as noted in previous reports), resources and lists	Current review will take account of ACCAC's national initiatives, including adopting ACCAC's national exemplar level descriptions	Identified the Foundation Phase as needing guidance in the future
Ceredigion	4 June 1997	Reviewing the syllabus, trialling ACCAC's national exemplar level descriptions and considering issues for the Foundation Phase and RE	Provided INSET, school visits, exemplar primary schemes of work (as noted in previous reports), resources and lists	Current review will take account of ACCAC's national initiatives, including adopting ACCAC's national exemplar level descriptions	Identified the Foundation Phase as needing guidance in the future
Conwy	2000–2001	Agreed syllabus has been implemented	Provided supplementary guidance for the agreed syllabus and on assessment to clarify ACCAC's national exemplar level descriptions	Agreed syllabus has been implemented. ACCAC's national exemplar level descriptions have been adopted	Provided guidance in line with ACCAC's national exemplar level descriptions. Identified the Foundation Phase as needing guidance in the future

Name of LEA	Stated date of adoption	2002–2003	Support for implementation	2003–2004	Support for implementation
Denbighshire	2000–2001	Agreed syllabus has been well received	Provided supplementary guidance for the agreed syllabus and on assessment to clarify ACCAC's national exemplar level descriptions	Agreed syllabus has been well received	Provided guidance in line with ACCAC's national exemplar level descriptions. Identified the Foundation Phase as needing guidance in the future
Flintshire	2000–2001	Agreed syllabus has been well received	Provided supplementary guidance for the agreed syllabus and on assessment to clarify ACCAC's national exemplar level descriptions	Agreed syllabus has been well received	Provided guidance in line with ACCAC's national exemplar level descriptions. Identified the Foundation Phase as needing guidance in the future
Gwynedd	20 April 1999	Agreed syllabus has been implemented	Provided INSET, school visits, and noted assessment booklet (as noted in previous reports)	Agreed syllabus has been implemented	Noted previous support
Merthyr Tydfil	17 January 2000	Revised agreed syllabus has been implemented, review to take place 2004–2005	Provided INSET, resource lists and noted primary exemplar schemes of work (as noted in previous reports)	Review to take place autumn 2004 for implementation September 2005	Noted previous support plus circulated a questionnaire regarding agreed syllabus
Monmouthshire	17 July 2000	Agreed syllabus has been implemented	Provided INSET, school visits and a handbook (as noted in previous reports) plus an Early Years addition to existing handbook	Review to take place September 2005	Noted previous support
Neath Port Talbot	2000–2001	Agreed syllabus has been implemented	Provided school visits, and advisory scheme of work (as noted in previous reports)		Noted previous support
Newport	September 2001	Agreed syllabus has been implemented	Provided INSET and noted primary schemes of work (as noted in previous reports)	Review to take place 2004–2005	Noted previous support
Pembrokeshire	Spring 2001	Agreed syllabus has been implemented	Considering setting assessment tasks		Schools are working together on bringing assessment in line with National Curriculum subjects
Powys	11 October 2002	Implemented revised agreed syllabus	To provide schemes of work and resources	Agreed syllabus has been well received	Provided INSET, resource lists and noted their scheme of work
Rhondda Cynon Taff	Spring 2000	Agreed syllabus has been implemented	Provided INSET, resource lists, noted exemplar primary schemes of work and circulated exemplification of standards document 2003	Review to take place autumn 2004 for implementation September 2005	Noted previous support plus circulated a questionnaire regarding agreed syllabus
Swansea	February 2001	Agreed syllabus has been implemented	Provided INSET, and noted exemplar primary schemes of work (as noted in previous reports)	Review to take place 2004–2005	Noted previous support
Torfaen	February 2001	Agreed syllabus has been implemented	Provided INSET and noted primary schemes of work (as noted in previous reports)	Review to take place 2004–2005	Noted previous support
Vale of Glamorgan	2000–2001	Agreed syllabus is effective	To provide support for teachers in assessment		

Name of LEA	Stated date of adoption	2002–2003	Support for implementation	2003–2004	Support for implementation
Wrexham	2000–2001	Agreed syllabus has been well received	Provided supplementary guidance for the agreed syllabus and on assessment to clarify ACCAC's national exemplar level descriptions	Agreed syllabus has been implemented	Wrote to schools to remind them of statutory obligations, provided INSET and additional assessment guidance for primary RE

3.5 ACCAC welcomes the work undertaken by LEAs to review their agreed syllabus and to support schools in its implementation. All SACREs are recommended to advise their LEAs on appropriate ways of monitoring and evaluating the effectiveness of their agreed syllabus, for example, by means of questionnaires and/or school visits. They are also encouraged to evaluate the effectiveness of the support given for implementing the agreed syllabus, by formally assessing the effectiveness of guidance documents and of INSET on teachers and classroom practice.

Standards in Religious Education

3.6 One of the major roles of SACREs is to work with their LEAs to monitor and maintain standards in religious education in schools. SACREs monitor religious education through school inspection reports, examination results, school visits and surveys.

School Inspection Reports

3.7 During 2002–2003, 22 SACRE reports provided statistical information, and in 2003–2004, the 21 reports received provided similar information.

3.8 During 2002–2004, the number of inspection reports examined by SACREs has more than doubled since the last reporting period, and an overwhelming majority of schools have continued to receive 'Satisfactory' to 'Very Good' comments in inspection reports. Overall, the number of 'Unsatisfactory' reports seems to have decreased. However, the major unresolved issue is that of non-compliance with statutory RE requirements at Key Stage 4 and Post-16. As a result of this issue some SACREs have contacted schools and have asked for information about how the situation is to be rectified. In addition, these SACREs have advised their LEAs to monitor implementation of the action plans. Denbighshire, Carmarthenshire and Flintshire SACREs have raised this issue of non-compliance with Estyn and Flintshire have carried out a Post-16 survey to determine the current position within their LEA schools. Carmarthenshire and Ceredigion have written to the Welsh Assembly Government to raise issues about this phase of education.

It would be helpful if all SACREs reported on how they addressed the issue of non-compliance together with recommendations on how quality RE can be provided at Key Stage 4 and Post-16.

3.9

The standards achieved by schools, as noted in the 2002–2003 SACRE reports, are summarised in the following table.

Please note that key stage is attributed where Infant, Junior or Primary schools are mentioned, but where the inspection information in the SACRE reports is difficult to distinguish, they have been counted (in the number of schools column) as general primary schools.

Name of LEA	Key Stage	Number of schools involved	Very Good	Good	Satisfactory to Good	Satisfactory	Satisfactory to Unsatisfactory	Unsatisfactory
Anglesey	1	2	1	1				
	2			2				
	3			1				
	4 RE		1					
	4 RS		1					
	A level		1					
	Post-16		no details					
Blaenau Gwent	1	3		2		1		
	2	2		1		1		
Bridgend	1	1		1				
	Primary 1	5		2		3		
	2			2		3		
	3			1				
	4 RE	1		1		1		
	RS Post-16		1					
*Post-16							1	
Caerphilly	1	2	1	6		5		
	1-2	11		6		5		
	3		1	2		2		
	4 RE	5	1	2		1		1
	4 RS		2	1		1		
	A level		1	1				
	Post-16			1				
	Cardiff	1	13	3	8		2	
2		11	4	3		4		
3		3	1	1		1		
4			no details					
Carmarthenshire	Primary 1	20	2	13		4		
	2		2	8		8		1
	3			1				
	4			1				
	GCSE RS	1		1		1		
	A level			1				
	*Post-16							1
Special 3		1						
4		1						
Ceredigion	Primary 1	13	2	9		2		
	2		2	8		3		
	3			3				
	GCSE RS	3	2	1				
	A level		1	1				
	Post-16			2		1		
Conwy	Primary 1	10	2	5		2		
	2		1	5		1		
Denbighshire	1	1		1				
	Primary 1	5		5				
2				5**				

Name of LEA	Key Stage	Number of schools involved	Very Good	Good	Satisfactory to Good	Satisfactory	Satisfactory to Unsatisfactory	Unsatisfactory
Flintshire	Primary 1	20		8		5		
	2			6		7		
	3	1	1					
	4 RE			1				
	GCSE RS			1				
	A level			1				
Post-16		no details						
Gwynedd	Primary 1	15	5	9		1		
	2		4	9		2		
	3	1		1				
	4 RE			1				
	4 RS			1				
	A level			1				
Post-16			1					
Merthyr Tydfil	1	1		1				
	2	1				1		
	Primary 1	5	1	3		1		
	2		1	4				
	3	3	1	1		1		
	4 RE		1	1		1		
	4 RS		2	1				
A level	1		2					
Post-16			1					
Monmouthshire	1	5	1	3		1		
	2			2		2		
Neath Port Talbot	1	16		4				
	2					2		
	Primary 1-2			3		5		2
	3-4		3			2		1
Special	1		1					
Newport	1	10	3	3		3		
	2		2	3		2		
	3	1		1				
	4 RE			1				
	4 RS			1				
	A level			1				
Post-16			1					
Pembrokeshire	1	19	1	10		4		
	2		2	12		4		
	3	1		1				
	4			1				
	Post-16			1				
Powys	1	15		9	1	4		1
	2		1	8		5		1
	3	1				1		
	4 RE							1
	4 RS					1		
	Post-16		3			1		

Name of LEA	Key Stage	Number of schools involved	Very Good	Good	Satisfactory to Good	Satisfactory	Satisfactory to Unsatisfactory	Unsatisfactory
Rhondda Cynon Taff	1	3		2		1		
	2	4	1	2		1		
	Primary 1 2	14		9		5		
				9		4		1
	3	3		2		1		
	4 RE					3		
	4 RS			2				
	A level			3				
*Post-16							1	
Special 3 4	1		1					
			1					
Swansea	Primary 1 2	9		3		5		
				4		4		
	3	3	1	2				
	4 RE			3		1		
	4 RS			1				
	Post-16			1				
Special	1	no details						
Torfaen	1†	7‡		3		1		
	2			2		2		
	3-4	1	inspected by diocesan inspector					
Vale of Glamorgan	1	10		9		1		
	2		2	7		1		
Wrexham	1	12	1	9		2		
	2			8		4		
	3			2				
	4	2		2				
	*Post-16							1

* The non-compliance or lack of time for statutory RE in the Sixth form remains an issue for secondary schools (some inspections failed to give a judgement – these schools have been noted in the table as unsatisfactory).

** No lessons were seen, judgement was based on other evidence.

† No judgement was made on the quality of RE in one school, owing to insufficient evidence.

‡ One of the schools inspected was a nursery school and was praised for very good practice.

3.10 The standards achieved by schools, as noted in the 2003–2004 SACRE reports, are summarised in the following table.

Name of LEA	Key Stage	Number of schools involved	Very Good	Good	Satisfactory to Good	Satisfactory	Satisfactory to Unsatisfactory	Unsatisfactory
Anglesey	1	10	1	7		2		
	2		1	6		2		1
Blaenau Gwent	1	7		5		2		
	2	6		1		5		
Bridgend	1	5		3		2		
	2	2		2				
	Primary 1	4	2	2				
	2		1	3				
	3	1		1				
	4 RE		1					
	4 RS		1					
	A level		1					
Post-16			1					
Caerphilly	Primary 1	11		6		3		1
	2		1	4		3		1
	3	2		2				
	4 RE			1		1		
	4 RS		2					
A level	1							
*Post-16		no details						
Cardiff	1	9	2	6		1		
	2	12	2	8		2		
	3	3		2		1		
	◆◆4		1	1				1
Carmarthenshire	1	20	3	13		3		
	2		2	9		9		
	3	4		3		1		
	◆◆4 RE		1			1		2
	4 RS		1	3				
	A level		1	1				
*Post-16			1				2	
Ceredigion	1	13	1	7		5		
	2		2	4		7		
	3			1				
	4 RE	1				1		
	4 RS			1				
	A level			1				
*Post-16							1	
Conwy	1	9		4		2		
	2			5		2		
	3		1	1		1		
	4 RE	3	1	1		2		
	4 RS		1	2				
	A level			1				
*Post-16	1	1					1	
Denbighshire	1	12		6		3		
	2			6		3		
	3			2				
	4 RE	2		2				
	4 RS			2				
A level		1						
Flintshire	1	4		2		2		
	2		1	2		1		
	3	4		4		1		
	4 RE		1	4				
	4 RS			3				
	A level			2				
	*Post-16			2				
Special school	1	no details						

Name of LEA	Key Stage	Number of schools involved	Very Good	Good	Satisfactory to Good	Satisfactory	Satisfactory to Unsatisfactory	Unsatisfactory
Gwynedd	1	15	1	12		1		1
	2		2	9		3		1
	3			1				
	4 RE	1		1				
	4 RS			1				
Merthyr Tydfil	no information given, owing to SACRE meeting being postponed							
Monmouthshire	1	5	1	2		1		
	2			3		2		
	3			1		1		
	4	1 and 1 Special		1		1		
	Post-16							1
Neath Port Talbot	Primary 1-2	1		1				
Newport	2	15	2	10		3		
	3	3		1		2		
	◆◆4					2		1
Pembrokeshire	1	7	2	3		1		
	2		1	2		1		
	3			1				
	4 RE	1		1				
	4 RS			1				
	A level			1				
	Post-16							1
Powys	1	12	2	7		2		
	2		2	8		1		1
	3							
	4	1						
Post-16							1	
Powys	1	16	2	9		5		
	2		3	10		2		1
	3			1		1		1
	◆◆4 RE	3				1		1
	4 RS			2				
	*Post-16							3
	Rhondda Cynon Taff	1	5		4		1	
2		3		3				
Primary 1		16	1	9		6		
2			1	8		5		2
3					4			
◆◆4 RE		4		1		2		1
4 RS				4				
A level			1	2		1		
*Post-16							4	
Swansea	1	13	1	7		4		
	2		2	7		4		
	3				1			
	4 RE	1		1				
	4 RS			1				
Torfaen	Primary 1	2		2				
	2			2				
	2	1		1				
Vale of Glamorgan	no details							
Wrexham	1	13	1	4		2		
	2		1	5		1		
	3			1				
	4 RE	1				1		
	4 RS					1		
	*Post-16							1

* The non-compliance or lack of time for statutory RE in the Sixth form remains an issue for secondary schools (some inspections failed to give a judgement – these schools have been noted in the table as unsatisfactory).

◆◆ Where Key Stage 4 is stated as unsatisfactory it is usually due to insufficient time allocation or RE being combined with other subjects.

3.11 Twenty SACREs in 2002–2003 and 19 SACREs in 2003–2004 provided helpful information on the positive support and guidance that their LEA/SACRE had given to schools post-inspection. Only two noted that there had been improvements or otherwise in particular schools, and no report commented on whether any improvement had been due to advice given to the LEA by SACRE.

3.12 The encouragement and support given to schools post-inspection is summarised below.

Name of LEA	Follow-up action from the consideration of inspection reports 2002–2003	Follow-up action from the consideration of inspection reports 2003–2004
Anglesey	The LEA wrote to individual schools and provided further support through guidelines and INSET	LEA officer visited schools with weaknesses to offer support and set targets for improvement LEA provided INSET
Blaenau Gwent	SACRE report highlights good practice	SACRE monitored standards by receiving action plans
Bridgend	LEA officer visited schools with weaknesses to offer support and highlighted issues in INSET	LEA sent letters of congratulation to successful schools, monitored action plans of schools with weaknesses and highlighted issues in INSET SACRE members visit schools
Caerphilly	LEA sent letters of congratulation to successful schools, monitored action plans from schools and provided INSET	LEA sent letters of congratulation to successful schools, monitored action plans from schools with weaknesses and highlighted issues in INSET
Cardiff	LEA provided INSET, produced resources, monitored action plans and self-evaluation information Schools were contacted in order to raise awareness of the RS GCSE	LEA provided INSET, produced resources, monitored action plans and self-evaluation information Schools were contacted in order to raise awareness of the RS GCSE
Carmarthenshire	LEA provided INSET and monitored action plans LEA/SACRE contacted Estyn over issues raised in reports, particularly non-compliance at Post-16	SACRE advised the LEA to write to WAG about missed opportunities to support Post-16 statutory RE by means of the Welsh Baccalaureate SACRE contacted Estyn over issues raised in reports, particularly non-compliance/lack of time at KS4 and Post-16 LEA provided INSET to support schools
Ceredigion	LEA provided INSET	SACRE contacted schools to address the issue of non-compliance at KS4 and Post-16. SACRE advised the LEA to write to WAG about missed opportunities to support Post-16 statutory RE by means of the Welsh Baccalaureate LEA provided INSET to support schools
Conwy	LEA sent letters of congratulation to successful schools, offered schools the support of the LEA officer Sent a summary of inspection comments to all LEA schools for information	LEA sent letters of congratulation to successful schools, offered schools the support of the LEA officer Sent a summary of inspection comments to all LEA schools for information
Denbighshire	LEA sent letters of congratulation to successful schools, offered schools the support of the LEA officer LEA/SACRE corresponded with Estyn over issues raised in reports	LEA sent letters of congratulation to successful schools, offered schools the support of the LEA officer and requested that they compare inspection findings to their own practice
Flintshire	LEA sent letters of congratulation to successful schools, offered schools the support of the LEA officer LEA/SACRE corresponded with Estyn over issues raised in reports	LEA sent letters of congratulation to successful schools, offered schools the support of the LEA officer Sent a summary of inspection comments to all LEA schools for information Distributed and reported on the survey to assess Post-16 provision

Name of LEA	Follow-up action from the consideration of inspection reports 2002–2003	Follow-up action from the consideration of inspection reports 2003–2004
Gwynedd	The LEA wrote to individual schools and provided further support through guidelines and INSET	SACRE sent letters of congratulation to successful schools. The LEA officer supported schools with weaknesses and set targets for improvement LEA provided INSET
Merthyr Tydfil	LEA sent letters of congratulation to successful schools. The LEA officer visited schools with weaknesses to offer support and highlighted issues in INSET	No information available
Monmouthshire	SACRE monitored standards by receiving action plans and distributed summary of inspection reports to schools	LEA officer monitored standards in schools
Neath Port Talbot	LEA sent letters of congratulation to successful schools, requested updates on action plans and visited schools to assess progress in RE	LEA sent letters of congratulation to successful schools and requested updates on action plans
Newport	LEA officer helped schools produce action plans and then monitored them LEA provided INSET for teachers and training for governors	LEA officer helped schools produce action plans and then monitored them LEA provided INSET for teachers and training for governors
Pembrokeshire	No inspection follow-up identified	No inspection follow-up identified
Powys	LEA sent letters of congratulation to successful schools and requested updates on action plans for those with weaknesses SACRE sent a summary of inspection comments to all LEA schools for information	LEA sent letters of congratulation to successful schools and requested updates on action plans for those with weaknesses SACRE sent a summary of inspection comments to all LEA schools for information
Rhondda Cynon Taff	LEA monitored action plan and provided INSET	LEA sent letters of congratulation to successful schools, monitored action plans from schools with weaknesses, and provided INSET
Swansea	LEA sent letters of congratulation to successful schools, monitored action plans from schools with weaknesses, and provided INSET	LEA sent letters of congratulation to successful schools, monitored action plans from schools with weaknesses, and provided INSET
Torfaen	LEA sent letters of congratulation to successful schools and monitored action plans from schools	LEA sent letters of congratulation to successful schools and monitored action plans from schools with weaknesses
Vale of Glamorgan	No inspection follow-up identified	
Wrexham	LEA sent letters of congratulation to successful schools and offered schools the support of the LEA officer SACRE sent a summary of inspection comments to all LEA schools for information	LEA sent letters of congratulation to successful schools and offered schools the support of the LEA officer SACRE sent a summary of inspection comments to all LEA schools for information

3.13 Estyn's new inspection framework has been identified as an issue for LEAs wishing to use inspection reports as a basis of determining standards in religious education within LEAs. Four SACREs have already put procedures in place so that they can continue their monitoring process. Conwy, Flintshire and Denbighshire LEAs have decided to implement 'Supportive Reviews' of RE. This involves the RE inspector/adviser visiting a local high school and associate feeder primary schools in order to consider the quality of RE provision. All parties contribute to a joint report which is kept under review and is used as a means of informing SACREs about standards. The Cardiff advisory team provides schools with guidance on how to audit the RE provision and carry out self-evaluation.

3.14 ACCAC welcomes the work that SACREs carry out in analysing inspection reports and hopes that, in the light of new inspection procedures, SACREs will advise their LEAs to develop innovative methods of assessing and monitoring standards in their local schools. All SACREs are encouraged to continue supporting and monitoring schools prior to and post-inspection and to evaluate the effectiveness of this support by noting improvements or otherwise in identified aspects of RE.

Examination results

3.15 Twenty-two SACRE reports in 2002–2003 and 21 in 2003–2004 provided statistical information regarding examination results for their LEA. There is, however, a wide variation in the level of detail provided in the reports and the use that is made of the statistical information to advise LEAs.

3.16 2002 GCSE Religious Studies examination results as indicated in SACRE reports. These are summarised in the tables that follow on pages 21–26.

Blank spaces indicate that the information was not provided in SACRE reports (e.g. comparison between boys' and girls' achievement).

Name of LEA	GCSE														
	Entry no.	Grade A*–C		Grade A*–G		No. boys	Grade A*–C		Grade A*–G		No. girls	Grade A*–C		Grade A*–G	
		No.	%	No.	%		No.	%	No.	%		No.	%	No.	%
Anglesey	72		76		100	7					65				
Blaenau Gwent	44	12	27	39	89	14	2	14	11	79	30	10	33	28	93
Bridgend	263		73		98										
Caerphilly	323		58		96										
Cardiff	623		65		89										
Carmarthenshire	255		75		97	74					181				
Ceredigion	87		82		100	16			16	18	71			71	82
Conwy	89		72		100	12		83		100	77		70		100
Denbighshire	286	167	58	274	96	104	48	46	100	96	182	119	65	174	96
Flintshire	203	121	60	196	97	90	46	51	86	96	113	75	66	110	97
Gwynedd	157		64		99	35					122				
Merthyr Tydfil	141		68		98										
Neath Port Talbot	279		63		95	101					178				
Newport	485		59		93										
Pembrokeshire (2003)	898	572	64	875	97										
Powys	104		64		97										
Rhondda Cynon Taff	451		67		94										
Swansea	416	290	70	408	98	147	89	61	143	97	269	203	75	267	99
Torfaen	180		73		99										
Vale of Glamorgan	270	213	79	266	99										
Wrexham	188	137	73	186	99	53	38	72	51	96	135	99	73	135	100

3.17 2002 GCSE Short Course Religious Studies examination results, as indicated in SACRE reports, are summarised below.

Name of LEA	Entry no.	Grade A*–C		GradeA*–G	
		No.	%	No.	%
Blaenau Gwent	307	186	61	297	97
Bridgend	863		67		98
Caerphilly	838		66		97
Cardiff	1386		51		89
Carmarthenshire*	463		74		99
Ceredigion	147		57		98
Conwy*	224	151	67	219	98
Denbighshire*	277	156	56	271	98
Flintshire*	355	294	83	355	100
Merthyr Tydfil	142		33		92
Neath Port Talbot*	466		45		97
Newport	737		66		96
Powys	304		85		99
Rhondda Cynon Taff	1298		57		96
Swansea*	617	226	37	564	91
Torfaen	287		52		95
Vale of Glamorgan	667	409	61	656	98
Wrexham*	69	41	59	68	99

* These SACREs also reported on achievement of boys and girls separately.

3.18 2002 Certificate of Educational Achievement (CoEA) Religious Studies examination results, as indicated in SACRE reports, are summarised below.

Name of LEA	Entry no.	Distinction	Merit	Pass	Fail
Carmarthenshire	37			37	
Bridgend*	43	10	17	14	1
Denbighshire*	31	9	13	5	4
Flintshire*	1				1
Newport	7			6	
Swansea*	62	28	28	3	3
Wrexham*	13	4	9		

* These SACREs also reported on achievement of boys and girls separately.

3.19 2002 GCE A level Religious Studies examination results, as indicated in SACRE reports, are summarised below.

Name of LEA	Entry no.	All A-E	
		No.	%
Anglesey	24	24	100
Blaenau Gwent*	19	18	95
Bridgend	81		98
Caerphilly	47		98
Cardiff	44	44	100
Carmarthenshire*	30	30	100
Ceredigion	13	13	100
Conwy*	34	34	100
Denbighshire*	16	16	100
Flintshire*	22	22	100
Gwynedd	12	12	100
Merthyr Tydfil	16	16	100
Neath Port Talbot	11		100
Newport	28		96
Pembrokeshire (2003)	33	33	100
Powys	13		100
Rhondda Cynon Taff*	104		95
Swansea	34	32	94
Torfaen	21		100
Vale of Glamorgan	24	24	100

* These SACREs also reported on achievement of boys and girls separately.

3.20 2002 GCE AS level Religious Studies examination results, as indicated in SACRE reports, are summarised below.

Name of LEA	Entry No.	All A-E	
		No.	%
Anglesey	41	41	100
Caerphilly	42		95
Cardiff*	123		92
Gwynedd	16		81
Newport	54		96
Pembrokeshire* (2003)	27	25	93
Swansea*	84	83	99
Torfaen	21		80
Vale of Glamorgan	52	51	98

* These identified Years 12 and 13 separately.

3.21 2003 GCSE Religious Studies examination results, as indicated in SACRE reports, are summarised below.

Name of LEA	GCSE														
	Entry no.	Grade A*-C		Grade A*-G		No. boys	Grade A*-C		Grade A*-G		No. girls	Grade A*-C		Grade A*-G	
		No.	%	No.	%		No.	%	No.	%		No.	%	No.	%
Anglesey	87		74		99	23		43			64		84		
Bridgend	248		77		98										
Caerphilly	305		72		97										
Cardiff (2004)	774		67		94										
Carmarthenshire	284		81		99	83					201				
Ceredigion	127		80		98	31					96				
Conwy	87	65	75	85	98	13	7	54	12	92	74	58	78	73	99
Denbighshire	278	189	68	274	99	87	49	56	85	98	191	140	73	189	99
Flintshire	290	160	55	280	97	103	42	41	98	95	187	118	63	182	97
Gwynedd	202		70		99	42					160				
Merthyr Tydfil	198		64		95										
Neath Port Talbot	347		56		84	81					266				
Newport	680		61		93										
Pembrokeshire (2004)	92	72	78	92	100										
Powys	155		77		98										
Rhondda Cynon Taff	392		64		96										
Swansea	465		66		98										
Torfaen	183		75		97										
Vale of Glamorgan	229	182	80	228	99										
Wrexham	168	119	71	167	99	61	39	64	60	98	107	80	75	107	100

3.22 2003 GCSE Short Course Religious Studies examination results, as indicated in SACRE reports, are summarised below.

Name of LEA	Entry no.	Grade A*-C		Grade A*-G	
		No.	%	No.	%
Bridgend	966		67		98
Caerphilly	881		66		98
Cardiff (2004)	1557		69		94
Carmarthenshire	496		68		99
Ceredigion	120		65		99
Conwy	173	124	72	168	97
Denbighshire	271	142	52	260	96
Flintshire	375	216	58	372	99
Merthyr Tydfil	168		56		96
Neath Port Talbot	459		49		93
Newport	835		45		89
Pembrokeshire	798	498	62	761	95
Powys	561		73		99
Rhondda Cynon Taff	1589		42		94
Swansea (Year 10)	49		49		98
Swansea (Year 11)	535		29		91
Torfaen	223		40		95
Vale of Glamorgan	818	506	62	792	97
Wrexham	376		47		95

3.23 2003 Certificate of Educational Achievement (CoEA) Religious Studies examination results, as indicated in SACRE reports, are summarised below.

Name of LEA	Entry no.	Distinction	Merit	Pass	Fail
Carmarthenshire	22			22	
Conwy	4		3	1	
Denbighshire	51	6	14	21	10
Flintshire	6		3	2	1
Rhondda Cynon Taff	34	21	12	1	
Swansea	45			43	

3.24 2003 GCE A level Religious Studies examination results, as indicated in SACRE reports, are summarised below.

Name of LEA	Entry no.	All A-E	
		No.	%
Anglesey*	21	21	100
Bridgend	92	92	100
Caerphilly*	49		96
Cardiff (2004)	48		96
Carmarthenshire*	29	29	100
Ceredigion*	31	31	100
Conwy*	37	37	100
Denbighshire*	23	23	100
Flintshire	19	19	100
Gwynedd	14		93
Merthyr Tydfil	20	20	100
Neath Port Talbot	4	4	100
Newport*	46		93
Pembrokeshire (2004)	38	38	100
Powys	16		94
Rhondda Cynon Taff*	89		99
Swansea	33		97
Torfaen	28		93
Vale of Glamorgan	31	31	100

* These SACREs also reported on achievement of boys and girls separately.

3.25 2003 GCE AS level Religious Studies examination results, as indicated in SACRE reports, are summarised below.

Name of LEA	Entry no.	Grade A*-C		Grade A*-G	
		No.	%	No.	%
Caerphilly	65		39		85
Cardiff (2004)	154		57		90
Gwynedd	19				78
Newport	53				81
Pembrokeshire (2004)	43	16	37	35	81

Name of LEA	Entry no.	Grade A*–C		Grade A*–G	
		No.	%	No.	%
Swansea	52				98
Torfaen					80
Vale of Glamorgan	49	41	84	49	100

3.26 Eighteen SACREs in 2002–2003 and 17 SACREs in 2003–2004 provided evidence that they had considered and discussed the examination results during their meetings. Four SACRE reports in 2002–2003 and five in 2003–2004 showed no evidence of discussion of issues involving examination results.

Eighteen SACRE reports in 2002–2003 and 17 SACREs reports in 2003–2004 provided evidence that all Wales figures and/or figures from the previous year, in addition to figures from other subjects and gender issues had been considered as part of the analysis. This information is useful for SACREs in assessing how their schools are performing over time and in providing advice to the LEA on any intervention needed to support teachers.

While it is difficult for SACREs to draw firm conclusions about examination statistics the information provided by SACREs generally shows that the entry figures for the GCSE short course and A level is increasing steadily, though this may not be the same for the full course GCSE. The short course entry is particularly positive as many schools are choosing to enter whole cohorts of pupils (of all abilities) as accreditation of statutory RE. While this may statistically show a decrease in results at GCSE, it also shows that schools are meeting their statutory obligation to provide relevant RE at Key Stage 4. This specific issue was noted by three SACREs. It was also pleasing to note that five SACRE reports identified the number of candidates in their LEA who sat Entry level qualifications. Positive comments were made about the results and entry numbers for A level. Some SACREs were disappointed with the uptake of this qualification, whilst others noted that the course had only been running for one or two years and improvements were expected in entry figures over time. It was interesting to note that three SACREs also considered the exam results from tertiary colleges.

3.27 The main role of SACRE is to advise the LEA on aspects of RE that need to be considered in order to improve standards. During this reporting period eight SACRE reports noted that letters had been written to schools in order to congratulate them on their positive results and to thank teachers for their hard work. Carmarthenshire and Ceredigion SACREs noted that they were to use their INSET as a means of discussing and improving standards achieved by pupils at public examinations.

As a result of discussions with teachers they also decided to raise certain issues with WASACRE and the WJEC about one of the A level options. Powys and Swansea SACREs were proactive in writing to schools to encourage the take-up of the GCSE short course as a means of accrediting statutory RE, with Swansea's letter focusing on the identification of the causes of lower performance in the short course. In a similar way Wrexham SACRE advised its LEA to monitor candidates' achievement, offer support to teachers in improving examination results, identifying this as a key priority for the LEA during the forthcoming year.

3.28 The table below shows evidence of SACREs discussing examination results and their resultant action as indicated in SACRE reports. These are summarised in the table that follows on pages 27–32.

Blank spaces indicate that no comment has been made in the SACRE report.

Name of LEA	During 2002–2003 SACREs considered the following issues	LEA's response to schools	During 2003–2004 SACREs considered the following issues	LEA's response to schools
Anglesey	All Wales figures Previous years' results RS score was higher than in other subjects Gender issues – girls performed better than boys at GCSE Encouraging results at A level		All Wales figures Previous years' results RS score was better than in other subjects at GCSE and consistent with other subjects at A level Gender issues – boys' performance at GCSE was weaker than girls	
Blaenau Gwent	No discussion recorded		No discussion recorded	
Bridgend	All Wales figures Previous years' results Percentage of cohort entered in Year 11 Tertiary college A level results were very positive	Schools and tertiary colleges congratulated	All Wales figures Previous years' results Percentage of cohort entered in Year 11	Schools congratulated
Caerphilly	Results were generally slightly below all Wales figures and previous year's results Increase in GCSE entry as accreditation of statutory RE Increase in A level entry Tertiary college A level results were very positive	Schools and tertiary colleges congratulated	Results were generally higher than all Wales figures at GCSE, and were comparable at A level Improvement on previous year's results at GCSE Decrease in GCSE entry Significant increase in GCSE short course entry as statutory RE Increase in A level entry Tertiary college A levels were positive	Schools and tertiary colleges congratulated

Name of LEA	During 2002–2003 SACREs considered the following issues	LEA's response to schools	During 2003–2004 SACREs considered the following issues	LEA's response to schools
Cardiff	Results were generally slightly below all Wales figures for GCSE, but were higher for A level		Results were comparable with all Wales figures Improvement on previous year's results at GCSE but not at A level Increase in GCSE and A level entry	
Carmarthenshire	Results were higher than all Wales figures at GCSE Gender issues Results at Entry level 'Cashing in' AS/A levels	Schools congratulated Provided INSET Teachers met with WJEC to discuss issues	Results were higher than all Wales figures at GCSE and A level Gender issues Results at Entry level Number of schools providing GCSE RE as statutory RE 'Cashing in' AS/A levels	Schools congratulated Provided INSET Issues about A level were discussed with WASACRE and the WJEC
Ceredigion	Results were higher than all Wales figures at GCSE Gender issues 'Cashing in' AS/A levels	Schools congratulated Provided INSET Teachers met with WJEC to discuss issues	Results were higher than all Wales figures at GCSE Gender issues 'Cashing in' AS/A levels	Schools congratulated Provided INSET Issues about A level were discussed with WASACRE and the WJEC
Conwy	Results were generally higher than all Wales figures at GCSE Results were slightly down from previous year's figures at GCSE but higher at A level Slight fall on previous year's results at GCSE Gender issues – improvement in boys' performance, but girls' performance had fallen. Both boys' and girls' figures remain above the national average Slight increase in short course and A level, but decrease in GCSE entry	Published a Five Year Review on Standards	Results were generally higher than all Wales figures Improvement on previous year's results at GCSE and A level Gender issues – boys' performance at GCSE full course was weaker than girls'. Girls' performance increased and was above national average. In the short course the performance of both boys and girls had improved Decrease in GCSE short course entry Constant entry for A level	

Name of LEA	During 2002–2003 SACREs considered the following issues	LEA's response to schools	During 2003–2004 SACREs considered the following issues	LEA's response to schools
Denbighshire	<p>Results were generally below all Wales figures at GCSE, but A level was significantly above national average</p> <p>Improvement on previous year's results at GCSE</p> <p>Gender issues – improvement in boys' performance, but boys and girls below all Wales figures</p> <p>Increase in GCSE, but decrease in short course entry</p> <p>Slight increase in A level entry</p> <p>Slight fall in performance at Entry level</p>	<p>Schools congratulated</p> <p>Published a Five Year Review on Standards</p>	<p>Results were generally below all Wales figures at GCSE and A level</p> <p>Improvement on previous year's results at GCSE but not at A level</p> <p>Gender issues – entry for boys at GCSE decreased, but performance improved. Girls' entry and results had improved slightly</p> <p>Slight decrease in GCSE short course entry</p> <p>Slight increase in A level entry</p> <p>Improvement of results and candidate numbers at Entry level</p>	Schools congratulated
Flintshire	<p>Results were above all Wales figures at GCSE and A level</p> <p>Improvement of results at A level</p> <p>Significant increase from previous year's results at GCSE</p> <p>Fall in GCSE entry</p> <p>Gender issues – boys' and girls' performance improved, but still below national average</p> <p>Decrease in candidates taking GCSE Spec. B</p> <p>Significant increase in A level entry</p> <p>Decrease in number of candidates for Entry level</p>	<p>Published a Five Year Review on Standards</p>	<p>Results were generally below all Wales figures at GCSE and A level</p> <p>Fall in the results of boys and girls compared to all Wales figures</p> <p>Slight fall in results at GCSE from previous years</p>	Schools congratulated

Name of LEA	During 2002–2003 SACREs considered the following issues	LEA's response to schools	During 2003–2004 SACREs considered the following issues	LEA's response to schools
Gwynedd	<p>All Wales figures</p> <p>Previous years' results</p> <p>Fall in GCSE entry</p> <p>RS score was higher than in other subjects at GCSE but lower at A level</p> <p>Gender issues – girls' performed better than boys' at GCSE</p> <p>Number of A level entries remained low</p>		<p>All Wales figures</p> <p>Previous years' results</p> <p>RS score was higher for boys' and girls' than in other subjects at GCSE but lower at A level</p> <p>Gender issues – performance of boys and girls had improved, but girls performed better</p> <p>Low entry for A level</p> <p>Increase in GCSE entry</p>	
Merthyr Tydfil	<p>All Wales figures</p> <p>Previous years' results</p>	Schools congratulated	<p>All Wales figures</p> <p>Previous years' results</p> <p>Percentage of cohort entered in Year 11</p>	Schools congratulated
Monmouthshire	No discussion recorded		No results or discussion recorded	
Neath Port Talbot	No discussion recorded		No discussion recorded	
Newport	<p>Results were lower than all Wales figures for GCSE, but were comparable in the short course and generally higher at A level</p> <p>Improvement on previous years' results in short course and A level</p> <p>Gender issues – girls' performed better than boys at GCSE. In the short course, boys make up nearly half the entry</p> <p>Increase in GCSE entry as accreditation of statutory RE</p> <p>Numbers of candidates at Entry level</p>		<p>Results were slightly lower than all Wales figures for GCSE and A level</p> <p>Slight improvement on previous years' results at GCSE, but fall in short course and A level results</p> <p>Increase in GCSE entry</p> <p>Gender issues – girls performed better than boys</p> <p>Significant increase in GCSE short course entry as accreditation of statutory RE</p> <p>Significant increase in A level entry</p>	

Name of LEA	During 2002–2003 SACREs considered the following issues	LEA's response to schools	During 2003–2004 SACREs considered the following issues	LEA's response to schools
Pembrokeshire	No discussion recorded		No discussion recorded	
Powys	<p>Results were higher than all Wales figures at A level and are comparable at GCSE</p> <p>Improvement on previous years' results at A level</p> <p>Slight reduction in GCSE entry, but significant increase in entry for short course as accreditation of statutory RE</p> <p>Slight improvement in A level entries, but SACRE concerned that this isn't growing significantly</p>	Letters to schools encouraging exam take-up for short course to accredit statutory RE	<p>Results were higher than all Wales figures at GCSE but were generally lower at A level</p> <p>Improvement on previous years' results at GCSE, but fall in A level results</p> <p>Increase in GCSE entry</p> <p>Significant increase in GCSE short course entry as accreditation of statutory RE</p> <p>Slight increase in A level entry</p>	
Rhondda Cynon Taff	<p>All Wales figures</p> <p>Previous years' results</p> <p>Percentage of cohort entered in Year 11</p>	Schools congratulated	<p>All Wales figures</p> <p>Previous years' results</p> <p>Percentage of cohort entered in Year 11</p>	Schools congratulated
Swansea	<p>Results were generally higher than the all Wales figures in GCSE and A level, but slightly lower for the short course</p> <p>Improvement in previous years' results in GCSE</p> <p>Decrease in GCSE entry</p> <p>Increase in entry for short course</p> <p>Increase in A level entry</p> <p>Number of candidates at Entry level</p>		<p>Results were generally slightly lower than the all Wales figures at GCSE, particularly with the short course</p> <p>Results were comparable with previous years' results figures at GCSE</p> <p>Results at A level were higher than all Wales figures at some grades</p> <p>Significant increase in GCSE, but decrease in short course entry</p> <p>Gender issues – girls' perform better than boys', but the gap is narrowing</p>	Wrote to all schools, drawing attention to the all Wales figures for short course RE and the trend within the LEA for lower results, with a view to them addressing factors that might impact on performance, such as time, staffing and resources

Name of LEA	During 2002–2003 SACREs considered the following issues	LEA's response to schools	During 2003–2004 SACREs considered the following issues	LEA's response to schools
Torfaen	<p>Results were generally higher than all Wales figures at GCSE and A level, but lower for the short course</p> <p>Results for the short course had fallen from previous years</p> <p>Improvement in A level results</p> <p>Decrease in GCSE entry</p> <p>Increased A level entry</p>		<p>Results were generally higher than all Wales figures at GCSE, but lower for the short course and A level</p> <p>Results for the short course had fallen from previous years</p> <p>Decrease in GCSE entry since 2001</p> <p>Increase in A level entry</p> <p>Tertiary college A level results were very positive</p>	
Vale of Glamorgan	<p>Results had improved on previous year's results</p> <p>Increase in short course entry</p> <p>Decrease in full course GCSE RS entry</p> <p>Small decrease in A level entry, but small increase in AS entry</p>			
Wrexham	<p>Results were higher than all Wales figures at GCSE, but lower for the short course</p> <p>Slight decrease in results at GCSE</p> <p>Gender issues – boys' entry had dropped slightly, with girls' entry increasing. The grades were lower than previous year's but remained above the national average</p> <p>Increase in entry for GCSE</p> <p>No A level candidates for second year running</p>	Published a Five Year Review on Standards	<p>Results were higher than all Wales figures at GCSE, but lower for the short course</p> <p>Decrease in GCSE entry</p> <p>Significant increase in short course entry</p> <p>Gender issues – at GCSE more boys were being entered but their grades were not as good as the girls. However, the opposite was true in the short course</p> <p>No A level entry</p>	<p>LEA to monitor:</p> <ul style="list-style-type: none"> • the number of pupils entered for RS examinations • the number of specialist teachers <p>The report noted that supporting teachers for GCSE examination courses was a priority of the LEA during the next reporting period</p> <p>LEA officer to support schools wishing to offer A level courses</p>

3.29 ACCAC welcomes SACREs' analysis and discussion of examination results and particularly notes the work of those SACREs who have, as a result of the analysis, advised their LEA in supporting and monitoring public examinations in schools. All SACREs are recommended to evaluate examination results, including consideration of all Wales figures, results from previous years, entry patterns and gender issues and to advise the LEA on how standards in public examinations can be maintained and improved over time.

Methods of teaching, choice of teaching resources and teacher training

3.30 All SACREs are expected to report on and give advice to their LEA concerning methods of teaching, choice of resources and teacher training. Much of the advice is transmitted through INSET sessions which are provided within the LEA or through LEA/private consortia. During the reporting period, 21 reports identified INSET as the main way of conveying advice on methods of teaching and resources. As well as the more traditional topics for INSET such as holy places, artefacts and preparation for examination specifications, emphasis was placed on training in active learning, thinking skills, key skills, ICT (including the interactive whiteboard) and the Foundation Phase.

Many LEAs continue to produce their own guidance documents (these are also noted in the resources developed to support agreed syllabuses). Many of these have a common focus, for example, the production of exemplar schemes of work, exemplification for assessment and ICT resources.

3.31 During the reporting period, five SACREs (Anglesey, Gwynedd, Wrexham, Carmarthenshire and Ceredigion) helpfully noted that their LEAs had a mechanism for identifying training needs and/or evaluating the success of the INSET provided. In Anglesey and Gwynedd teachers are consulted on their INSET needs and a subject panel meets to set priorities. Having provided the INSET, LEA staff (not those providing the INSET) scrutinise evaluation forms, attend a cross-section of courses and visit individual teachers to assess the impact of the INSET sessions. In Wrexham, information is collected from schools so that priorities can be discussed and agreed within the LEA. In Carmarthenshire and Ceredigion, evaluation forms are used to assess the quality of the INSET.

3.32 The table below summarises advice given in SACRE reports on methods of teaching, choice of resources, INSET and training as indicated in SACRE reports.

Blank spaces indicate that no comment has been made in the SACRE report.

Name of LEA	2002–2003 LEA advises on methods of teaching regarding	2002–2003 LEA provides resources	2002–2003 LEA provides information	Number of INSET sessions and evaluation
Anglesey	<p>'Way of Life', (Humanities 1 day and 5 days)</p> <p>Raising standards at GCSE</p> <p>Raising standards at A level</p> <p>Thinking skills and ICT</p> <p>Education seminar by Paul Ginnis and local teachers</p>			7 primary sessions and 3 secondary sessions plus 1 primary and secondary session. INSET is evaluated by scrutinising evaluation forms, attending a cross-section of INSET or interviewing teachers as follow-up
Blaenau Gwent	<p>Planning and classroom practice</p> <p>RE for under-5s</p> <p>Monitoring and assessment in RE</p> <p>Buddhism – visit to Lam Rim</p>		Established artefact loan service	2 primary sessions, plus 2 primary and secondary sessions
Bridgend	<p>Primary co-ordinator</p> <p>Hinduism and visiting places of worship</p> <p>Active learning, key skills and thinking skills</p> <p>Teaching and learning</p> <p>ICT</p> <p>Assessment</p> <p>Diversity</p> <p>Annual conference</p>	<p>Working on document to exemplify standards at KS1 and KS2 (as table 3.4)</p> <p>Resource list for schools</p> <p>Calendar of festivals</p>		11 primary sessions and 10 secondary sessions
Caerphilly	<p>Primary co-ordinator</p> <p>Hinduism and visiting places of worship</p> <p>Active learning, key skills and thinking skills</p> <p>Teaching and learning</p> <p>ICT</p> <p>Assessment</p> <p>Diversity</p> <p>Annual conference</p>	<p>Working on document to exemplify standards at KS1 and KS2 (as table 3.4)</p> <p>Resource list for schools</p> <p>Calendar of festivals</p>		11 primary sessions and 10 secondary sessions

Name of LEA	2002–2003 LEA advises on methods of teaching regarding	2002–2003 LEA provides resources	2002–2003 LEA provides information	Number of INSET sessions and evaluation
Cardiff		Virtual tour of Hindu mandir (KS3) and Muslim mosque (KS2) on CD-ROM	Letter to schools promoting visit to local mosque Plans to hold Anne Frank exhibition in Cardiff	
Carmarthenshire	Replica mosque Christianity Artefacts Judaism Network meetings Weekend in London visiting places of worship New Opportunities Fund (NOF) ICT training	Bilingual resources for KS1 Advice on resources during INSET	Intranet and internet sites for RE	3 primary sessions, 1 secondary session, plus 2 primary and secondary sessions, and other visits to individual schools Majority of evaluations indicated 'Very Good'
Ceredigion	Replica mosque Christianity Artefacts Judaism Network meetings Weekend in London visiting places of worship New Opportunities Fund (NOF) ICT training	Bilingual resources for KS1 Advice on resources during INSET	Intranet and internet sites for RE	3 primary sessions, 1 secondary session, plus 2 primary and secondary sessions, and other visits to individual schools Majority of evaluations indicated 'Very Good'
Conwy	Heads of RE day RE co-ordinator Judaism, Christianity, Hinduism Food and RE Energising RE Planning primary RE Key skills	Permission to use Curriculum Cymreig section of Church in Wales syllabus		6 primary sessions, 3 secondary sessions, plus 1 primary and secondary session, and other visits to individual schools
Denbighshire	Heads of RE day RE co-ordinator Judaism, Christianity, Hinduism Food and RE Energising RE Planning primary RE Key skills	Permission to use Curriculum Cymreig section of Church in Wales syllabus	Reduced subscriptions to PFP Publishing Ltd via the LEA	6 primary sessions, 3 secondary sessions, plus 1 primary and secondary session, and other visits to individual schools

Name of LEA	2002–2003 LEA advises on methods of teaching regarding	2002–2003 LEA provides resources	2002–2003 LEA provides information	Number of INSET sessions and evaluation
Flintshire	<p>Heads of RE day</p> <p>RE co-ordinator</p> <p>Judaism, Christianity, Hinduism</p> <p>Food and RE</p> <p>Energising RE</p> <p>Planning primary RE</p> <p>Key skills</p>	<p>Permission to use Curriculum Cymreig section of Church in Wales syllabus</p>	<p>Reduced subscriptions to PFP Publishing Ltd via the LEA</p>	<p>6 primary sessions, 3 secondary sessions, plus 1 primary and secondary session, and other visits to individual schools</p>
Gwynedd	<p>'Way of Life', (Humanities 1 day and 5 days)</p> <p>Raising standards at GCSE</p> <p>Raising standards at A level</p> <p>Learning skills and ICT</p> <p>Learning skills and the National Curriculum</p> <p>Education seminar by Paul Ginnis and local teachers</p>			<p>7 primary sessions and 4 secondary sessions. INSET is evaluated by scrutinising evaluation forms, attending a cross-section of INSET or interviewing teachers as follow-up</p>
Merthyr Tydfil	<p>Primary co-ordinator</p> <p>Hinduism and visiting places of worship</p> <p>Active learning, key skills and thinking skills</p> <p>Teaching and learning</p> <p>ICT</p> <p>Assessment</p> <p>Diversity</p> <p>Annual conference</p>	<p>Working on document to exemplify standards at KS1 and KS2 (as table 3.4)</p> <p>Resource list for schools</p> <p>Calendar of festivals</p>		<p>11 primary sessions and 10 secondary sessions</p>
Monmouthshire	<p>Planning and classroom practice</p> <p>RE for under-5s</p> <p>Monitoring and assessment in RE</p> <p>Buddhism – visit to Lam Rim</p>		<p>Established artefact loan service</p>	<p>4 primary sessions, plus 2 primary and secondary sessions</p>

Name of LEA	2002–2003 LEA advises on methods of teaching regarding	2002–2003 LEA provides resources	2002–2003 LEA provides information	Number of INSET sessions and evaluation
Neath Port Talbot	RE co-ordinator RE and PSE in Early Years Optional Assessment Materials in RE Key skills (English and ICT) in RE Transition KS2/3			Visits to individual schools
Newport	Annual RE conference Information for Heads of RE Church in Wales		Noted artefact loan service Schools received INSET list from The Education and School Improvement Service (ESIS) and Monmouthshire	
Pembrokeshire	Thinking skills and active learning Ethics Challenging the most able WJEC (GCSE and A level) Film, contemporary music and RE Religious authority Curriculum Cymreig Sikhism		Primary RE website has been updated Primary RE newsletter available to schools Competition to illustrate 'Welsh themes in collective worship' Farmington fellowship St David's Family School Award	3 primary sessions and 9 secondary sessions (plus twilight sessions). Visits to individual schools
Powys	Places of worship Introduction to the agreed syllabus Consultation meetings for Heads of RE		ICT and RE information on the Powys website Review of the school library service	3 primary sessions and 2 secondary sessions
Rhondda Cynon Taff	Primary co-ordinator Hinduism and visiting places of worship Active learning, key skills and thinking skills Teaching and learning ICT Assessment Diversity Annual conference	Working on document to exemplify standards at KS1 and KS2 Resource list for schools Calendar of festivals		11 primary sessions and 10 secondary sessions

Name of LEA	2002–2003 LEA advises on methods of teaching regarding	2002–2003 LEA provides resources	2002–2003 LEA provides information	Number of INSET sessions and evaluation
Swansea	Schemes of work Assessment and the agreed syllabus Heads of department			2 primary sessions and 2½ secondary sessions
Torfaen	No INSET in LEA schools Annual conference		Advice on alternative INSET providers Plans to hold Anne Frank exhibition	
Vale of Glamorgan	Primary co-ordinators Heads of department Transition Key Stage 2/3			Termly primary/ secondary
Wrexham	Heads of RE day RE co-ordinator Judaism, Christianity, Hinduism Food and RE Energising RE Planning primary RE Key skills	Permission to use Curriculum Cymreig section of Church in Wales syllabus	Relocation of resource centre	6 primary sessions, 3 secondary sessions, plus 1 primary and secondary session and other visits to individual schools

3.33 The table below summarises advice given in SACRE reports on methods of teaching, choice of resources, INSET and training.

Blank spaces indicate that no comment has been made in the SACRE report.

Name of LEA	2003–2004 LEA advises on methods of teaching regarding	2003–2004 LEA provides resources	2003–2004 LEA provides information	Number of INSET sessions and evaluation
Anglesey	Relationships (Humanities 1 day and 5 days) Local places of worship Heads of RE Thinking skills and interactive whiteboard in RE Buddhism conference (for teachers and pupils)			8 primary sessions and 3 secondary sessions; INSET is evaluated by scrutinising evaluation forms, attending a cross-section of INSET or interviewing teachers as follow-up and visits to individual schools
Blaenau Gwent	ICT and RE Assessment using levels including ACCAC OAMs Christianity and Judaism RE and Early Years		Established artefact loan service	2 primary sessions plus 2 primary and secondary sessions
Bridgend	Primary co-ordinator Reflective techniques in RE Islam, Judaism ICT and RE – creating resources Places of worship RE thinking Post-16 provision RE for Newly Qualified Teachers (NOTs) Annual RE conference	Distributed document to exemplify standards at KS1 and KS2 (as table 3.4) Distributed document for secondary schools on Key Skills: Numeracy Calendar of festivals		10 primary sessions and 7 secondary sessions

Name of LEA	2003–2004 LEA advises on methods of teaching regarding	2003–2004 LEA provides resources	2003–2004 LEA provides information	Number of INSET sessions and evaluation
Caerphilly	Primary co-ordinator Reflective techniques in RE Islam, Judaism ICT and RE – creating resources Places of worship RE thinking Post-16 provision RE for NQTs Annual RE conference	Distributed document to exemplify standards at KS1 and KS2 (as table 3.4) Distributed document for secondary schools on Key Skills: Numeracy Calendar of festivals		7 primary sessions and 8 secondary sessions
Cardiff	Visits to places of worship Thinking skills, use of artefacts and meditation, etc.	Virtual tour of synagogue, gurdwara and Anglican church on CD-ROM Working on guidance to promote visits and use of visitors	Held Anne Frank exhibition	Visits to schools
Carmarthenshire	Replica mosque The environment and the Foundation Phase Islam Network meetings Effective teaching and learning	Bilingual resources for KS1 Advice on resources during INSET	Made use of video conferencing in RE Donated materials to National Grid for Learning (NGFL) Intranet and internet sites for RE	2 primary sessions, 2 secondary sessions, plus 1 primary and secondary session, and other visits to individual schools. Majority of evaluations indicated 'Very Good'
Ceredigion	Replica mosque The environment and the Foundation Phase Islam Network meetings Effective teaching and learning	Bilingual resources for KS1 Advice on resources during INSET	Donated materials to NGFL Intranet and internet sites for RE	2 primary sessions, 1 secondary session, plus 2 primary and secondary sessions, and other visits to individual schools. Majority of evaluations indicated 'Very Good'
Conwy	Heads of RE day Judaism, Christianity, Hinduism, Islam Thinking skills and RE RE in the Foundation Phase	LEA network group had produced CD-ROM to distribute to schools Requested permission for ' <i>Living Jewish</i> ' to be distributed to schools Materials on Uganda to be produced Work to be carried out on spiritual and moral development		3 primary sessions, 1 secondary session, plus 1 primary and secondary session, and other visits to individual schools

Name of LEA	2003–2004 LEA advises on methods of teaching regarding	2003–2004 LEA provides resources	2003–2004 LEA provides information	Number of INSET sessions and evaluation
Denbighshire	<p>Heads of RE day</p> <p>Judaism, Christianity, Hinduism</p> <p>Thinking skills and RE</p> <p>RE in the Foundation Phase</p>	<p>LEA network group had produced CD-ROM to distribute to schools</p> <p>Requested permission for '<i>Living Jewish</i>' to be distributed to schools</p> <p>Materials on Uganda to be produced</p>		3 primary sessions, 1 secondary session, plus 1 primary and secondary session, and other visits to individual schools
Flintshire	<p>Heads of RE day</p> <p>Judaism, Christianity, Hinduism</p> <p>Thinking skills and RE</p> <p>RE in the Foundation Phase</p>	<p>LEA network group had produced CD-ROM to distribute to schools</p> <p>Requested permission for '<i>Living Jewish</i>' to be distributed to schools</p>		2 primary sessions, 1 secondary session, plus 1 primary and secondary session, and other visits to individual schools
Gwynedd	<p>Relationships (Humanities 1 day and 5 days)</p> <p>Local places of worship</p> <p>Heads of RE</p> <p>Art and music in RE</p> <p>Thinking skills and interactive whiteboard in RE</p> <p>Buddhism conference (for teachers and pupils)</p>			8 primary sessions and 4 secondary sessions; INSET is evaluated by scrutinising evaluation forms, attending a cross-section of INSET or interviewing teachers as follow-up and visiting individual schools
Merthyr Tydfil	<p>Primary co-ordinator</p> <p>Reflective techniques in RE</p> <p>Islam, Judaism</p> <p>ICT and RE – creating resources</p> <p>Places of worship</p> <p>RE thinking</p> <p>Post-16 provision</p> <p>RE for NQTs</p> <p>Annual RE conference</p>	<p>Distributed document to exemplify standards at KS1 and KS2 (as table 3.4)</p> <p>Distributed document for secondary schools on Key Skills: Numeracy</p> <p>Calendar of festivals</p>		10 primary sessions and 7 secondary sessions
Monmouthshire	<p>ICT and RE</p> <p>Assessment using levels including ACCAC OAMs</p> <p>Christianity and Judaism</p> <p>RE and Early Years</p> <p>Transition</p>		Carried out review of artefact loan service	2 primary sessions, plus 2 primary and secondary sessions

Name of LEA	2003–2004 LEA advises on methods of teaching regarding	2003–2004 LEA provides resources	2003–2004 LEA provides information	Number of INSET sessions and evaluation
Neath Port Talbot	<p><i>Living graveyard</i> (including history and science)</p> <p>RE co-ordinator</p> <p>RE and PSE in Early Years</p> <p>Transition KS2/3</p>		<p>Results of the continuity and progression in RE research has been written up and distributed to schools</p> <p><i>'Putting RE into Review'</i> was distributed as part of the SACRE report</p>	Visits to individual schools
Newport	<p>No INSET offered to primary schools</p> <p>Half-day meeting for Heads of RE</p> <p>Annual RE conference</p>		<p>Noted artefact loan service</p> <p>Schools received INSET list from ESIS and Church in Wales</p>	
Pembrokeshire	<p>Collecting data from the web for use with interactive whiteboards</p> <p>RE and Early Years</p> <p>Network meeting – PowerPoint and preparing for Estyn inspections</p> <p>Ethics</p> <p>Thinking skills</p> <p>ICT</p> <p>WJEC (GCSE and A level)</p>		<p>Primary RE website has been updated</p> <p>Primary RE newsletter available to schools</p> <p>Information sheets to be produced</p> <p>Centenary of 1904 Religious Revival in Wales (Exhibition and Study material)</p>	<p>1 primary session and 5 secondary sessions</p> <p>Visits to individual schools</p>
Powys	<p>Places of worship</p> <p>ICT and RE</p> <p>Consultation meetings for Heads of RE where they considered ACCAC's draft OAMs and interactive whiteboards</p>		<p>Resources to be placed on Powys website</p> <p>Review of the school library service</p>	3 primary sessions and 2 secondary sessions
Rhondda Cynon Taff	<p>Primary co-ordinator</p> <p>Reflective techniques in RE</p> <p>Islam, Judaism</p> <p>ICT and RE – creating resources</p> <p>Places of worship</p> <p>RE thinking</p> <p>Post-16 provision</p> <p>RE for NOTs</p> <p>Annual RE conference</p>	<p>Distributed document to exemplify standards at KS1 and KS2 (as table 3.4)</p> <p>Distributed document for secondary schools on Key Skills: Numeracy</p> <p>Calendar of festivals</p>	Robin McNair Essay Competition	10 primary sessions and 7 secondary sessions

Name of LEA	2003–2004 LEA advises on methods of teaching regarding	2003–2004 LEA provides resources	2003–2004 LEA provides information	Number of INSET sessions and evaluation
Swansea	RE co-ordinators Heads of department Developing classroom materials ICT and RE Annual conference (primary) Annual conference (secondary)	Producing classroom materials to develop active learning and thinking skills		2 primary sessions and 4 secondary sessions
Torfaen	No INSET provided Annual conference in Newport			
Vale of Glamorgan				
Wrexham	Agreed syllabus Hinduism, Judaism and Islam Development issues Artefacts Parish church ICT and RE Raising standards Quality circles in education	LEA network group had produced CD-ROM to distribute to schools Meetings concerned with RE and the web, raising standards, Holocaust Memorial Day, GCSE RE, ICT and RE, able and talented, schemes of work, INSET needs	RE resource room developed	6 primary sessions and 4 secondary sessions

3.34 While SACREs have helpfully provided information on methods of teaching, choice of teaching resources and teacher training, they do not always provide a rationale for deciding on the topic of INSET, though in some cases the topic of INSET was based on inspection reports and examination results (see appropriate tables).

3.35 ACCAC welcomes the support provided by LEAs for the teaching of religious education. All SACREs are recommended to advise their LEA to adopt appropriate mechanisms for identifying and evaluating the effectiveness of the support and advice given in order to raise standards.

4 Collective worship

4.1 A major role of a SACRE is to work with its LEA to monitor and advise on the provision for collective worship and make recommendations regarding determinations.

Advice on collective worship

4.2 During 2002–2004, five SACRE reports recommended the use of their LEAs guidance on collective worship which had been distributed to schools within an earlier reporting period. Eight SACREs offered support to schools by providing INSET for collective worship, some over a two-year period. Powys SACRE stated that their LEA had disseminated materials to schools on the Powys website and Carmarthenshire and Ceredigion noted their plans to share good practice on the LEA website in the future.

4.3 The table lists the guidance provided by SACREs.

Blank spaces indicate that no comment has been made in the SACRE report.

Name of LEA	Collective worship 2002–2003	Collective worship 2003–2004
Anglesey	Collective worship guidance materials disseminated to schools and on county website as noted in 2000–2001 report	Collective worship guidance materials disseminated to schools and on county website as noted in 2000–2001 report
Blaenau Gwent		
Bridgend	INSET for primary teachers	INSET for secondary teachers
Caerphilly	INSET for primary teachers	Provide INSET for secondary teachers
Cardiff	No information provided	Guidance materials are in schools
Carmarthenshire	Collective worship guidelines issued to schools in 2000–2001 and during INSET sessions	Collective worship guidelines issued to schools in 2000–2001 and during INSET sessions
Ceredigion	Collective worship guidelines issued to schools in 2000–2001 and during INSET sessions	Collective worship guidelines issued to schools in 2000–2001 and during INSET sessions. The adviser is to meet with the Director of Education in order that schools share good practice
Conwy		
Denbighshire		
Flintshire		
Gwynedd	Collective worship guidance materials disseminated to schools and on county website as noted in 2000–2001 report	
Merthyr Tydfil	INSET for primary teachers	INSET for secondary teachers
Monmouthshire	Document summarising inspection results was distributed to schools	
Neath Port Talbot	Provided support	Provided support
Newport		
Pembrokeshire		

Name of LEA	Collective worship 2002–2003	Collective worship 2003–2004
Powys	INSET for primary teachers – ‘The Basic Facts’	INSET for primary teachers – ‘Awe and Wonder’
Rhondda Cynon Taff	INSET for primary teachers	INSET for teachers
Swansea		
Torfaen		
Vale of Glamorgan		
Wrexham		INSET for primary and secondary teachers. Plans to update guidance materials

Advice on determinations

- 4.4 A SACRE should give advice on ‘determinations’ to its LEA, i.e. where the SACRE has considered an application from a head teacher to allow the school to offer an act of collective worship which does not comply with the law and is not wholly or mainly of a broadly Christian character. In 2002–2003 Cardiff LEA gave a determination for Sikh and Muslim students in an LEA school to receive non-Christian weekly services in accordance with SACRE’s previous advice on this matter.

Monitoring collective worship

- 4.5 During the reporting period up to 19 SACREs used inspection reports as a means of monitoring the provision of collective worship in schools. During the reporting period three SACREs, namely Bridgend, Caerphilly and Rhondda Cynon Taff, were inviting SACRE members to visit schools as a means of monitoring collective worship, while three other SACREs, namely Conwy, Denbighshire and Flintshire, sent letters to schools offering support and praise.
- 4.6 While the majority of schools were providing quality collective worship and were fully complying with the statutory requirements, a significant number, particularly in the secondary sector, were not. Wrexham SACRE report showed explicitly how the LEA were dealing with the non-compliance of schools and how the individual schools had been supported by the LEA officer. Powys SACRE sent extracts from a selection of inspection reports in order to help schools make improvements or consolidate good practice.

4.7 The table below shows the number of SACREs to consider inspection reports and offer subsequent support to schools.

Blank spaces indicate that no comment has been made in the SACRE report.

Name of LEA	Collective worship 2002–2003	Support offered as a result of analysis	Collective worship 2003–2004	Support offered as a result of analysis
Anglesey				
Blaenau Gwent	All primary schools met the legal requirements		All primary schools met the legal requirements	
Bridgend	The majority of primary schools met the legal requirements. Compliance is a key issue of action for 1 secondary school	SACRE members visit schools	The majority of primary schools met the legal requirements. Compliance is a key issue of action for 1 secondary school	SACRE members visit schools
Caerphilly	Primary schools met the legal requirements. Compliance is a key issue of action for 5 secondary schools	Request action plan from schools with collective worship as a key issue	The majority of primary schools met the legal requirements. Compliance is a key issue of action for 2 secondary schools	Request action plan from schools with collective worship as a key issue. SACRE members visit schools
Cardiff	No information provided		The majority of primary schools met the legal requirements. Some secondary schools do not comply with the legal requirements	Adviser visits schools. Future monitoring to be discussed by SACRE
Carmarthenshire	Standards were very good in 5 schools, good in 11 and satisfactory in 6		In primary schools standards were very good in 4 schools, good in 5 and satisfactory in 11. In 1 secondary school collective worship was considered good. Compliance is a key issue of action for 3 secondary schools	
Ceredigion	Standards were very good in 3 schools, good in 5, satisfactory in 7 and no judgement in 1 school		In primary schools standards were very good in 1 school, good in 6, satisfactory in 5 and in 1 school no judgement was made. In 1 secondary school collective worship was satisfactory	
Conwy	In primary schools standards were very good in 1, good in 8	Letters sent to schools to offer support and information	In primary schools standards were good in 4 and satisfactory in 4. The report also stated that collective worship had been successfully promoted in 1. In secondary schools standards were good in 2 and satisfactory in 1	Letters sent to schools to offer support and information
Denbighshire	In primary schools, standards were very good in 2, good in 4	Letters sent to schools to offer support and information	Standards were very good in 2 schools, good in 6, good overall in 1 and satisfactory in 4. The report also stated that collective worship had been very successfully promoted in 1 school while 2 reports noted failure to comply with statutory requirements	Letters sent to schools to offer support and information

Name of LEA	Collective worship 2002–2003	Support offered as a result of analysis	Collective worship 2003–2004	Support offered as a result of analysis
Flintshire	Standards were very good in 2 schools, good in 16 and satisfactory in 3. Six reports raised concerns about compliance with the statutory requirements	Letters sent to schools to offer support and information	Standards were excellent in 1 school, very good in 3 and good in 7	Letters sent to schools to offer support and information
Gwynedd				
Merthyr Tydfil	The majority of primary schools met the legal requirements. Compliance is a key issue of action for 1 primary school and 2 secondary schools		Discussion postponed owing to cancellation of meeting	
Monmouthshire	All primary schools met the legal requirements		The majority of primary schools met the legal requirements. Compliance is a key issue of action for 1 secondary school	
Neath Port Talbot				
Newport	Primary schools met the legal requirements. Compliance is a key issue of action for 1 secondary school		The majority of primary schools met the legal requirements although 1 did not fully comply. Compliance is a key issue of action for 1 secondary school	
Pembrokeshire	Standards were very good in 4 schools, good in 12, and satisfactory in 1		Standards were very good in 8 schools, good in 8 and satisfactory in 3	
Powys	Standards were very good in 3 primary schools, good in 10, satisfactory in 3 and unsatisfactory in 1 and satisfactory in 1 secondary school	Extracts of inspection reports were to be sent to schools to offer advice on collective worship	Standards were very good in 5 primary schools, good in 12, satisfactory in 1 and unsatisfactory in 1. In secondary schools standards were good in 2 and unsatisfactory in 1 for failing to meet statutory requirements	Extracts of inspection reports were to be sent to schools to offer advice on collective worship
Rhondda Cynon Taff	The majority of schools met the legal requirements. Compliance is a key issue of action for 2 secondary schools and 1 special school	INSET and SACRE members visit schools	The majority of schools met the legal requirements. Compliance is a key issue of action for 3 secondary schools	LEA monitors provision and SACRE members visit schools
Swansea	The majority of primary schools met the legal requirements. Compliance is a key issue of action for 3 secondary schools and 1 special school		The majority of primary schools met the legal requirements. Compliance is a key issue of action for 1 secondary school	SACRE requested action plan from the secondary school
Torfaen	The majority of primary schools met the legal requirements. A diocesan inspector reported on the secondary school		The majority of primary schools met the legal requirements	

Name of LEA	Collective worship 2002–2003	Support offered as a result of analysis	Collective worship 2003–2004	Support offered as a result of analysis
Vale of Glamorgan	In primary schools standards were very good in 2 schools, good in 8			
Wrexham	Standards were very good in 4 schools, good in 10 and satisfactory in 7. Three reports identified collective worship as a key issue. Two of these were with concerns over compliance with the statutory requirements	Letters sent to schools to offer support and information	Standards were very good in 2 schools, good in 9 and satisfactory in 3. Three reports raised issues about collective worship	LEA officers are working with the 3 schools to improve provision. Letters sent to schools to offer support and information

4.8 ACCAC welcomes the strategies that have been implemented to monitor the provision of collective worship and to support good practice. All SACREs are invited to advise their LEAs further on how the evidence gathered through analysis of inspection reports and school visits can identify strategies to support schools who are not complying with statutory requirements. SACREs are also encouraged to advise LEAs on how best to monitor the effectiveness of any advice given through INSET, guidance documents and the LEA website.

5 Other issues

- 5.1 During 2002–2004, SACREs reported on a variety of interesting innovative work as well as on responses to various matters that had arisen during the reporting period. This work has continued to develop and continues to enhance the work of SACREs.

Training for SACRE members and communication with school governors

- 5.2 Training for SACRE members is very important if they are to be kept abreast of current developments in RE and general education matters as well as maintaining closer contact with their local schools, teachers and faith groups. During this reporting period 16 SACREs in 2002–2003 and 12 SACREs in 2003–2004 received presentations from teachers, LEA officers (not always RE) and members of faiths and/or other organisations. Some of the content of the presentations has been specifically concerned with aspects of particular religions. Other training has been concerned with broad educational matters such as active learning approaches, thinking skills, issues of transition from Key Stage 2 to Key Stage 3 and the use of drama in supporting RE. Caerphilly, Swansea, Torfaen, the Vale of Glamorgan and Wrexham are to develop this idea by holding SACRE meetings in local places of worship and/or schools so that religious and educational beliefs and practices can be seen in action.
- 5.3 During 2002–2004, two SACREs reported that they would either be promoting RE by recommending training for link governors or providing information on RE and the transition phase in the next LEA newsletter to governors.

5.4 The following table shows the type of training/communication given to SACRE members and school governors.

Name of LEA	Presentations by LEA officers 2002–2003	Presentations by teachers 2002–2003	Presentations by faith representatives and organisations 2002–2003	General proposals for SACRE meetings and governor training
Anglesey			Education seminar by Paul Ginnis and local teachers – SACRE members attended p.m.	
Blaenau Gwent	Early Years	GCSE short course		
Bridgend	Thinking skills in RE			
Caerphilly	Thinking skills in RE	Teaching and learning strategies	ESIS – making use of data	Proposed to hold SACRE meetings at local places of worship and schools to receive presentation
Cardiff		Innovative primary RE		
Carmarthenshire	Thinking skills RE with the under-5s		Member of Jewish faith	
Ceredigion	Thinking skills RE with the under-5s		WJEC short course	
Conwy				
Denbighshire				
Flintshire				
Gwynedd			Education seminar by Paul Ginnis and local teachers. SACRE members attended p.m.	
Merthyr Tydfil	Thinking skills in RE Resources for RE	Teaching and learning approaches in RE		
Monmouthshire	Early Years			
Neath Port Talbot				
Newport	Thinking skills in Newport Thinking skills in RE		Initiative Christian Education Wales. Beliefs and practices in the Church in Wales	Training in RE for link governors
Pembrokeshire			Buddhism Annual lecture	
Powys				
Rhondda Cynon Taff	Thinking skills in RE			
Swansea	Thinking skills in RE			Hold SACRE meetings at local places of worship and schools to receive a presentation
Torfaen	Learning and critical skills (Science Officer) Thinking skills in RE		Artefact loan service	Hold SACRE meetings at local places of worship and schools to receive a presentation
Vale of Glamorgan		An agreed approach to RE		Hold SACRE meetings in local schools
Wrexham				

Name of LEA	Presentations by the LEA officers 2003–2004	Presentations by teachers 2003–2004	Presentations by faith representatives and organisations 2003–2004	General proposals for SACRE meetings and governor training
Anglesey				
Blaenau Gwent				
Bridgend		Active learning strategies		
Caerphilly				Proposed to hold SACRE meetings at local places of worship and schools to receive presentation
Cardiff				
Carmarthenshire				
Ceredigion				
Conwy	Visit to Uganda			
Denbighshire	Visit to Uganda	Delivery of RE in primary and secondary schools		
Flintshire				
Gwynedd				
Merthyr Tydfil		Transition KS2–KS3		Information on transition KS2–KS3 to go into next governors' newsletter
Monmouthshire	Interactive whiteboard	Secondary RE		
Neath Port Talbot				
Newport			Youth Service supporting One World Week Islam Awareness week	
Pembrokeshire			Buddhism Annual lecture	
Powys				
Rhondda Cynon Taff		Developing active learning strategies in RE	Churches Together Project	
Swansea				Proposed to hold SACRE meetings at local places of worship and schools to receive a presentation
Torfaen			Gwent Theatre Company – Drama and RE	Proposed to hold SACRE meetings at local places of worship and schools to receive a presentation
Vale of Glamorgan				
Wrexham		Implementing the agreed syllabus at Key Stage 1 Fair-trade (pupils and teachers)		Proposed to hold SACRE meetings at schools to receive a presentation

Community matters

- 5.5 The majority of SACREs commented positively on their affiliation with the Wales Association for Standing Advisory Councils for Religious Education (WASACRE). Some SACREs mentioned links with the Welsh National Centre for Religious Education in Bangor, Christian Education Movement Wales (CEMW), the National Advisory Panel for Religious Education (NAPFRE) and local teacher training colleges.
- 5.6 A number of SACREs also noted their links with the community either through their involvement with national events or by staging their own local event as a way of supporting good practice in RE and providing memorable and relevant experiences for pupils on a LEA basis.
- 5.7 The following table shows the community activities organised and/or supported by LEAs.

Name of LEA	Local involvement in Holocaust Memorial Day 2002–2004	Correspondence with the Queen's Golden Jubilee Office 2002–2003	Organisation of local event for schools 2002–2003	Organisation of local event for schools 2003–2004
Anglesey				
Blaenau Gwent	✓	✓		
Bridgend	✓✓			
Caerphilly	✓			
Cardiff				Anne Frank Exhibition
Carmarthenshire	✓			
Ceredigion	✓			
Conwy	✓		Christianity Experienced Day at St Asaph	
Denbighshire	✓	✓	Christianity Experienced Day at St Asaph Considering provision of Youth Faith Forum	Considering provision of Youth Faith Forum
Flintshire	✓	✓	Christianity Experienced Day at St Asaph Considering provision of Youth Faith Forum	
Gwynedd				
Merthyr Tydfil	✓			
Monmouthshire		✓		
Neath Port Talbot	✓✓		Children of the Holocaust at Temple of Peace, Cardiff	Jewish Way of Life exhibition at Margam Park
Newport	✓✓			Considering provision of Young People's Event
Pembrokeshire		Competition – Welsh Themes for Collective Worship		Centenary of 1904 Religious Revival Exhibition
Powys	✓			
Rhondda Cynon Taff	✓			

Name of LEA	Local involvement in Holocaust Memorial Day 2002–2004	Correspondence with the Queen's Golden Jubilee Office 2002–2003	Organisation of local event for schools 2002–2003	Organisation of local event for schools 2003–2004
Swansea	✓✓			
Torfaen	✓			Planning a Holocaust exhibition
Vale of Glamorgan				
Wrexham	✓	✓	Christianity Experienced Day at St Asaph Tapestry of Life and Faith Festival Considering provision of Youth Faith Forum	Tapestry of Life and Faith Festival

Where only one ✓ is used it refers to the 2002–2003 report. The second ✓ relates to the 2003–2004 report.

5.8 ACCAC welcomes the support LEAs give to SACRE members and governors and the links that are being made within the community to promote multicultural, multifaith understanding, and reinforce good quality religious education for all pupils.

Notes

Review of SACRE Reports 2002 – 2003 & 2003 - 2004

1. EXECUTIVE SUMMARY

- ACCAC recommends that SACREs continue to provide their LEAs with effective advice on the implementation of and support for their locally agreed syllabus, together with suggestions on how the success of guidance materials and resources on teaching and learning in the classroom can be assessed.
- ACCAC recommends that SACREs continue to evaluate standards of RE and collective worship in schools and advise their LEAs on the issues that need to be addressed. All SACREs should, in the light of the new inspection framework, advise their LEAs on ways in which standards in schools can be monitored and supported.
- ACCAC recommends that all SACRE reports provide evidence of the discussions that have emerged from the analysis of examination statistics. Evidence of subsequent action taken by LEAs as a result of advice from SACREs is also recommended, particularly if SACREs are to fulfil their legal role of supporting the process of raising standards in RE.
- ACCAC recommends that all SACRE reports continue to provide evidence of the support, advice and training that has been undertaken by the LEA, and suggests that SACREs then advise the LEA on how these procedures can become even more effective.
- ACCAC recommends that all SACREs, having evaluated the evidence for standards in collective worship, advise their LEAs on the main issues raised and subsequently identify ways in which these issues can be addressed in order to support schools.
- ACCAC acknowledge the work that is carried out by SACREs and WASACRE in supporting and raising standards in RE. In order to build on good practice, ACCAC recommends that SACREs and WASACRE consider how SACREs can evaluate

Review of SACRE Reports 2002 – 2003 & 2003 - 2004

and monitor their work and can be best supported in the task of meeting their legal obligations, working together, sharing good practice and supporting the development of quality RE and collective worship in Wales.

2. RELIGIOUS EDUCATION

Locally Agreed Syllabuses

- ACCAC welcomes the work undertaken by LEAs to review their agreed syllabus and to support schools in its implementation. All SACREs are recommended to advise their LEAs on appropriate ways of monitoring and evaluating the effectiveness of their agreed syllabus, for example, by means of questionnaires and/or school visits. They are also encouraged to evaluate the effectiveness of the support given for implementing the agreed syllabus, by formally assessing the effectiveness of guidance documents and of INSET on teachers and classroom practice.

School Inspection Reports

- ACCAC welcomes the work that SACREs carry out in analysing inspection reports and hopes that, in the light of new inspection procedures, SACREs will advise their LEAs to develop innovative methods of assessing and monitoring standards in their local schools. All SACREs are encouraged to continue supporting and monitoring schools prior to and post-inspection and to evaluate the effectiveness of this support by noting improvements or otherwise in identified aspects of RE.

Examination Results

- ACCAC welcomes SACREs' analysis and discussion of examination results and particularly notes the work of those SACREs who have, as a result of the analysis, advised their LEA in supporting and monitoring public examinations in schools. All SACREs are recommended to evaluate examination results, including consideration of all Wales

Review of SACRE Reports 2002 – 2003 & 2003 - 2004

figures, results from previous years, entry patterns and gender issues and to advise the LEA on how standards in public examinations can be maintained and improved over time.

Methods of Teaching, Choice of Teaching Resources and Teacher Training

- ACCAC welcomes the support provided by LEAs for the teaching of religious education. All SACREs are recommended to advise their LEA to adopt appropriate mechanisms for identifying and evaluating the effectiveness of the support and advice given in order to raise standards.

3. COLLECTIVE WORSHIP

Monitoring of Collective Worship

- ACCAC welcomes the strategies that have been implemented to monitor the provision of collective worship and to support good practice. All SACREs are invited to advise their LEAs further on how the evidence gathered through analysis of inspection reports and school visits can identify strategies to support schools who are not complying with statutory requirements. SACREs are also encouraged to advise LEAs on how best to monitor the effectiveness of any advice given through INSET, guidance documents and the LEA website.

4. OTHER ISSUES

Community Matters

- ACCAC welcomes the support LEAs give to SACRE members and governors and the links that are being made within the community to promote multicultural, multifaith understanding, and reinforce good quality religious education for all pupils.

ACCAC: Responses to the Review of SACRE Reports
2002-2003 & 2003 – 2004

For SACREs June/July 2006

1. Executive Summary:

- SACRE has offered guidance and support materials for the implementation of the Agreed Syllabus at regular intervals.
 - *General feedback and comments, together with the monitoring of provision for RE has provided some evidence of this material being found helpful, and has had an impact on provision.*
 - *Is any more formal 'assessment' required? Will such information be of value?*

- SACRE has, in cooperation with the LEA, invested in a system of monitoring provision and standards in RE and collective worship, and collates this information termly and annually.
 - *Schools have found the process of great value and benefit, and it has helped both SACRE and the LEA to be more informed of standards and issues in its schools.*

- Examination results are analysed in SACRE each Spring Term meeting, and full discussions held; the figures and responses to them – including any subsequent action - are published annually in the SACRE Report.

- Until recently (and because of the changes with the advent of the Better Schools' Fund) SACRE Annual Report always included reference to the In-Service Training session provided during the year. These have not been provided in the last two years; two courses are being offered for the autumn term 2006, as the BSF criteria allow these to be offered.
 - *Given the funding formula it is difficult for LEAs and for schools to do more; analysis in the past always included reference to the evaluations of the courses provided – the RE courses were always valued and deemed to be effective by teachers.*

- The monitoring programme now in place includes consideration of collective worship provision; where issues have been identified they have been noted, and addressed through the work of the Inspector/Adviser.

- SACRE has worked in tandem with other local SACREs, and with WASACRE. Sharing good practice has been another outcome of the monitoring and SACRE reporting process, and schools

have been able to help each other too. All the work of SACRE, and of the Inspector/Adviser, is devoted towards supporting the development of quality RE and collective worship in the schools.

- *General feedback and comments have indicated that the monitoring process has been both welcomed and valued by schools. The Annual Reports, and analysis of Inspection Reports would seem to also indicate that there is an impact of this work in the provision and standards of RE and collective worship in the LEA.*
- *Is any more formal assessment or evaluation necessary and possible? What additional benefit would such information provide?*

The issues raised in sections 2 (Religious Education), 3 (Collective Worship), and 4 (Other Issues) of the Review of SACRE Reports are covered in the points above, apart from the following:

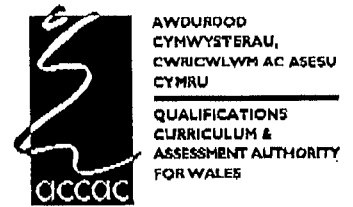
2. Religious Education – Methods of Teaching, Choice of Teaching

Resources and Teacher Training

- In the support materials provided, there is guidance on methods of teaching and learning.
- Teacher Training as been offered in terms of INSET, but greatly reduced through the new BSF criteria not including specific subjects
- SACRE as such has not yet formally advised schools on choice of teaching resources, but advice is offered through INSET and the work of the Inspector/Adviser RE.

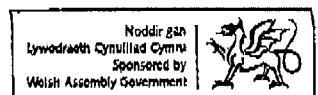
4. Other Issues – Community Matters

- In the past events have been organised to promote multicultural, multi-faith understanding and reinforce good quality religious education for all pupils.
 - *Organising and arranging such events take huge amounts of time, effort and financial resources; it has not been possible in recent years to provide these on a regular basis, despite applying for funding etc.*



Annual SACRE Reports

Guidance on focus
and structure



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Section 1

Section 1: Introduction

Background

All Standing Advisory Councils for Religious Education (SACREs) are required by law to produce a report of their work annually. These annual reports are valuable because they provide:

- information for teachers and others about the support and guidance given by the Local Education Authority (LEA) to help raise standards in religious education and collective worship
- an official record of the advice that has been given to their LEA by SACRE and a summary of the outcomes.

In 1996, ACCAC produced a guidance document *Annual SACRE Reports – Guidance on Structure and Format*. This document has had a positive effect in that SACRE reports now largely follow a common structure and format and contain similar information. This makes them more accessible for general readership and also for comparisons in ACCAC's biennial review.

The purpose of this guidance

The purpose of this guidance document is to build on good practice. SACRE reports should become even more effective in encapsulating the advice given by SACRE to the LEA and in drawing out the main conclusions reached by the LEA on the basis of this advice.

Section 2: Recommended focus and structure of Annual SACRE Reports

Focus of Annual SACRE Reports

SACRE reports must by law:

- specify any matters in respect of which the SACRE has given advice to the LEA
- broadly describe the nature of the advice given, and
- where any such matter was not referred to the SACRE by the LEA, give the SACRE's reasons for offering advice on that matter.

The advice given would apply to schools within the LEA that follow the locally agreed syllabus and would not necessarily apply to schools that followed different requirements, e.g. a diocesan syllabus.

Structure of Annual SACRE Reports

SACRE reports should follow a common structure and should provide clear, concise, focused information. The following structure is recommended:

Contents

All SACRE reports should include a contents page and numbered pages to help readers locate the information in which they are interested.

Executive summary

This section should include a brief summary of the advice that has been given to the LEA within the reporting period stating whether the LEA has acted on or intends to act on the advice given.

Advice to the LEA

The main body of the report must contain advice on:

- religious education, in accordance with the locally agreed syllabus
- methods of teaching
- the choice of teaching materials
- the provision for training for teachers
- collective worship.

In addition, the report should contain advice on other matters, including how the LEA might respond to local and national issues.

Annexes

Annexes should be used to provide supplementary information which informs part of the main report. This should include:

- general information about the composition of the SACRE
- the number of SACRE meetings held during the reporting period
- a list of organisations to which the SACRE report was sent
- focused evidence (statistical or otherwise) showing the basis on which SACRE's advice was given, and/or evidence to support evaluative judgements, e.g. information about improved performance in schools.

Section 3

Section 3: Main body of the Annual SACRE Report

Advice to the LEA – religious education

SACREs must advise the LEA on matters concerned with religious education. This includes advising the Authority to revise the locally agreed syllabus and to implement religious education in accordance with the agreed syllabus. The main body of the SACRE report should, therefore, identify what advice (based on the evidence available) has been given to the LEA in the previous reporting period and when and how this advice has been implemented in the current reporting period, noting any further advice given to the LEA.

Locally agreed syllabus

In order to keep a record of the status of the locally agreed syllabus within the LEA, the SACRE report should state the date of adoption and the intended date for review by the LEA.

The report should go on to describe how the advice of SACRE has contributed to the work of the LEA in:

- guiding schools in their implementation of the locally agreed syllabus
- supporting schools in the raising of standards in religious education
- evaluating the effectiveness of the locally agreed syllabus
- monitoring the effectiveness of any support and guidance provided by the LEA
- revising the locally agreed syllabus.

Standards in religious education

In order to support the raising of standards in religious education, SACRE reports should explain how the analysis of examination results, Estyn reports, pupils' end of key stage attainment (using ACCAC's exemplar level descriptions or locally devised measures) and LEA monitoring procedures have led to advice being given to the LEA. The report should then explain how the advice from SACRE has been implemented by the LEA and, where possible, evaluate how successful these strategies have been in raising standards.

When reporting on any issues of non-compliance with legal requirements or about the quality of religious education at Key Stage 4 and beyond, SACRE reports should record any advice given to the LEA. The SACRE report should describe any action taken by the LEA in response to the advice given and, where possible, evaluate the success of implementing the suggested strategies for improving standards at Key Stage 4 and beyond.

Methods of teaching, the choice of teaching materials, and teacher training

The SACRE report should describe the advice given to LEAs regarding the methods of teaching, the choice of teaching materials, and teacher training (INSET and ITET). For example, the SACRE might advise that:

- guidance documents should be produced in order to support the teaching of religious education
- guidance materials should be produced to support teachers in their choice of quality teaching materials
- focused INSET should be offered to introduce teachers to new methodologies in education
- focused INSET should be offered in specific aspects of religious education for which there is evidence of the need for further training
- the LEA should familiarise itself with the work of ITET colleges that use LEA schools as training bases and facilitate links between the college and the SACRE.

Evidence of improvements made to the standards of teaching and learning as a result of such advice being given by SACRE should, where possible, be provided in the annual report. For example, evidence might take the form of:

- feedback from advisers on the basis of school visits
- focused surveys to assess the effectiveness of guidance given to teachers
- statistics showing the improvement of examination results
- data provided by LEA monitoring procedures
- concise teachers' case studies.

Advice to the LEA – collective worship

Monitoring and advising on collective worship

SACRE's must advise the LEA on matters connected with collective worship. The SACRE report should note any advice given to the LEA. For example, the SACRE might have advised that the LEA should:

- monitor the provision of collective worship
- provide guidance documents on collective worship
- provide or recommend resources for collective worship
- organise focused INSET.

The SACRE should report on the effectiveness of the advice given to the LEA and should work alongside the LEA to continue evaluating the success of monitoring and supporting the implementation of quality collective worship in schools.

Determinations

Every annual report should have a section concerned with determinations, noting whether or not any determinations have taken place. Information about any determinations that have taken place should be noted and the SACRE should review the situation every five years. The SACRE report should state whether the Minister for Education and Lifelong Learning has been informed of this matter.

Advice to the LEA on other issues

Local issues

The SACRE report should describe any advice given to the LEA regarding:

- governor training
- SACRE members visiting schools
- special exhibitions, specially organised theme days and other activities involving pupils, teachers or SACRE members.

The report should indicate, where possible, how the advice has been implemented and whether the initiatives were considered to be successful.

National issues

The SACRE report should state how national innovations, documents or conferences have led to the SACRE giving specific advice to the LEA.

Complaints

The report should include an account of any complaints received during the year and the resulting recommendations. Any changes to procedures should be noted.

**Report of the meeting held with the Minister for Education and Lifelong Learning on
May 17th 2006**

Present:

- *For the Wales Assembly Government:*
The Minister; Mr J. Valentine Williams; Mrs Denize Morris; Ms K Haggerty
- *For WASACRE and NAPFRE:*
Father Ieuan Wyn Jones; Mr Gavin Craigen; Mrs Mairwenna Lloyd; Mrs Susan Collingbourne

1. Report of WASACRE's activities for the year 2005-2006

(led by Father Ieuan Wyn Jones)

- The meeting with ELWa had been frank and positive; ELWa had clarified the funding formula, and included RE on the helpful flow chart.
- Review of ITT - thanks expressed for being copied into the review; outcomes now? The Minister stated that the Review was complete and she had accepted in principle the broad recommendations, though some were still under review. More work through the medium of Welsh was needed; retirement ages had been factored in and the process of cutting 100,000 surplus places had begun. The additional funding for RE as a subject in ITT was also mentioned.
- Funding Post-16 – were things as at the last meeting? The Minister stated that there was no change to the plans to remove funding for centres not achieving the higher grades in Inspection, as she was convinced of the need for quality. She referred to the 14-19 Action Plan and Guidance, and on the need for collaborative working, and commented on the positive feedback from the Welsh Bacc pilot, and the new courses being made available.
- Presentations made to WASACRE through the partnership with NAPFRE.
- Special Conference – the Association looked forward to the Minister's attendance and contribution on 20th May. (Copy of her speech would be provided after the conference; she regretted she was not able to stay because of additional commitments that day.

2. The brief, structure and responsibilities of DELLS

(led by Mrs Mairwenna Lloyd)

- The partnership enjoyed between ACCAC and WASACRE (and NAPFRE) had been much valued.
- Now that ACCAC had become DELLS, what were the new remit, structure and responsibilities? The Minister stated that things should continue as before. The new section was to be headed by Steve Marshall, with four Directors – of which John Valentine Williams was one (Curriculum and Qualifications Group). She assured members that the contact mechanisms currently used should continue.
- Commissioning and projects previously done by ACCAC – would these continue as they had been much valued? The Minister stated clearly that this would continue,

and it was important to have a Wales focus and bilingual materials for the subject. It was hoped to perhaps increase the level of commissioning.

3. A partnership between WASACRE and DELLS to enhance the National Curriculum Review as far as RE is concerned.

(led by Mr Gavin Craigen)

- Grateful for the inclusion of RE in the National Curriculum Review, on the same basis and time scale as other subjects, and for the wider consultation planned, and the opportunity afforded by the Special Conference too.
- All this was a momentous development and could have a major impact on RE provision and standards, so it was important to capitalise on it and ensure it achieved the impact expected.
- Reference was made to the development in England between the RE Council and the DfES, and the national strategy for RE. Request for a similar partnership with DELLS and strategy in Wales to improve the quality of RE in all schools. The Minister interjected that there were more people working in the DfES than the whole of the WAG, and she could not make any commitment to one part of the curriculum. She invited John Valentine to comment, and he stated that RE was recognised as a separate subject, and that ACCAC had always, and DELLS would continue to offer National advice the same as the rest of the curriculum. He added that the role of the local authorities as far as RE was concerned would continue and be strengthened, and local determination had to be recognised.
- Mr Craigen spoke of a National identity, acknowledging the local determination, but seeking a wider brief based on the new Guidance, to target the raising of standards and encourage better provision through:
 - A programme of training and guidance on the new Programmes of Study
 - Developing the effectiveness of SACREs, including the monitoring of provision
 - Involvement of RE in the assessment pilot, as with other subjects, and the development of further materials
 - Development of an on-line facility for advice and support.
- The Minister responded that the issue of professional development of teachers had been raised before, and her answer was the same. The Better Schools' Fund would not identify RE or any other subject as a special case; and GTCW money was about best practice, and SACREs, through local funding arrangements could also make a contribution to CPD for RE. The Department was also seeking the appointment of a Pedagogy Champion to move the curriculum beyond the content debate and to make more creative learning opportunities. She did agree with the development of training materials alongside the new skill based curriculum, and John Valentine Williams noted that it could be drawn out how RE can help with skills development, and that training could be given in that context.

4. Future role of SACREs given potential collaboration between Unitary Authorities.

(led by Father Ieuan Wyn Jones)

- If there was to be much greater collaboration in terms of provision for and monitoring of education, where did SACREs stand? The Minister responded that there were no plans to change the boundaries, so SACREs would remain in each authority.
- The Minister was thanked for her time and responses, and the Association looked forward to the next annual visit in 2007.